Main Criteria: Discoveries in Writing

Secondary Criteria: Georgia Standards of Excellence

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Georgia Standards of Excellence

Language Arts

| | | Grade 4 - Adopted: 2023 |
|---------------------------|------------|---|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |

STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
|---------------------------|--------------------------|--|
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |

| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
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| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | L. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |

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| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | |
| | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
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| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
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| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |

Georgia Standards of Excellence

Language Arts

| | | Grade 4 - Adopted: 2023 |
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| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
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| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |

| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
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| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
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| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |

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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |

| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
|---------------------------|--------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |

| STRAND/TOPIC | | and inform the expectations of the Foundations, Language, and Texts domains. |
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| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance |
| DESCRIPTION | | the interpretation and construction of texts. |
| DESCRIPTION | K- 12.P.AC.3. | |
| | | the interpretation and construction of texts. Text Design - Consider the impact of text design on audience and purpose when |
| ELEMENT | | the interpretation and construction of texts. Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
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| ELEMENT/GLE EXPECTATION | K- 12.P.AC.3 .a. K- 12.P.AC.3 | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included |
| ELEMENT/GLE EXPECTATION EXPECTATION | K- 12.P.AC.3 .a. K- 12.P.AC.3 .b. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Apply knowledge of how mode and genre impact how ideas and information are structured and |
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| ELEMENT/GLE EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / | K- 12.P.AC.3 .a. K- 12.P.AC.3 .b. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as |

Practices (P) - Students engage routinely in four literacy practices that ground, shape,

STRAND/TOPIC

| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
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| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Georgia Standards of Excellence

Language Arts

| | | Grade 4 - Adopted: 2023 |
|---------------------------|-----------------|---|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
|---------------------------|-----------------|---|
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
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| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
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Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

STRAND/TOPIC

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|---------------------------|--------------------------|--|
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |

STRAND/TOPIC

Practices~(P)~-~Students~engage~routinely~in~four~literacy~practices~that~ground,~shape,~and~inform~the~expectations~of~the~Foundations,~Language,~and~Texts~domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for |
|---------------------------|---|---|
| | | a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| | | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| ELEMENT/GLE EXPECTATION | K- 12.P.EICC .4.a. | Expectations for Constructing Texts; Writing Speaking Creating Establish a purpose and goals for writing and identify a target audience. |
| | 12.P.EICC | |
| EXPECTATION | 12.P.EICC .4.a. K- 12.P.EICC | Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the |
| EXPECTATION | 12.P.EICC .4.a. K- 12.P.EICC .4.b. K- 12.P.EICC | Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. Link ideas and information to the organization plan, highlighting ideas and information that are most |

| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
|---------------------------|--------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/CLE | | Expostations for Constructing Toyle, Writing I Speaking I Creating |

Expectations for Constructing Texts; Writing | Speaking | Creating

ELEMENT/GLE

| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |

| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Language Arts

Georgia Standards of Excellence

| | | Grade 4 - Adopted: 2023 |
|---------------------------|-----------------|---|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |

STRAND/TOPIC

and writing.

Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading

| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
|----------------------------|------------|---|
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| ST ANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
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| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
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| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| | | |

| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
|--------------------------------------|------------------------------|--|
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| | | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STRAND/TOPIC STANDARD / DESCRIPTION | I. | |
| STANDARD / | I. K- 12.P.EICC .3. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order |

| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
|----------------------------|--------------------------|--|
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| ST ANDARD I DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |

STRAND/TOPIC

| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
|---------------------------|------------------------|---|
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |

| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
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| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 | Arrive to group discussions and collaborative meetings prepared to be an active participant in the |
| | .a. | work. |
| EXPECTATION | | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | .a. K- 12.P.CP.1 | Collaborate with others to determine group norms, establish goals and procedures, and facilitate |
| | .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create |
| EXPECTATION | .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| EXPECTATION STRAND/TOPIC STANDARD / | .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 .d. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 .d. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. Presentation - Use presentation skills to tailor communication to target audiences for |

| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
|-------------|------------------------|--|
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Georgia Standards of Excellence

Language Arts

| | | Grade 4 - Adopted: 2023 |
|---------------------------|------------|---|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance |

communication in a variety of settings.

| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
|---------------------------|-----------------|---|
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |

| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
|---------------------------|--------------------------|--|
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.1.a. | Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot. |
| EXPECTATION | 4.T.T.1.b. | Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.1.e. | Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |

| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
|---------------------------|--------------------------|--|
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |

| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
|---------------------------|--------------------------|--|
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. | Consider how context impacts the purposes of the author and the audience. |

b.

| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
|---------------------------|------------------------|--|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |

| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Georgia Standards of Excellence

Language Arts

Grade 4 - Adopted: 2023

STRAND/TOPIC

Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
|---------------------------|-----------------|---|
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| | | |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
|---|---|--|
| EXPECTATION | 4.T.T.1.e. | Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| | | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STRAND/TOPIC STANDARD / DESCRIPTION | I. | |
| STANDARD / | I. K- 12.P.EICC .1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order |
| STANDARD / DESCRIPTION | K- 12.P.EICC | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active |
| STANDARD / DESCRIPTION | K- 12.P.EICC | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE | K- 12.P.EICC .1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Generate, understand, monitor, and discuss personal and academic reading and writing goals, |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | K- 12.P.EICC .1. K- 12.P.EICC .1.a. K- 12.P.EICC | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. Discuss or write about personal and academic reading and writing preferences, referring to |

| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
|----------------------------|--------------------------|--|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| ST ANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |

| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
|---------------------------|-------------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| | .C. | |
| EXPECTATION | .c. K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| EXPECTATION STRAND/TOPIC | K- 12.P.AC.2 | |
| | K- 12.P.AC.2 | audience, facilitate accessibility, and support the text's purpose. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |

| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
|---------------------------|------------------------|---|
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Georgia Standards of Excellence

| | | Language Arts |
|---------------------------|------------|---|
| | | Grade 4 - Adopted: 2023 |
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |

| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
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| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.1.a. | Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot. |
| EXPECTATION | 4.T.T.1.b. | Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters. |
| EXPECTATION | 4.T.T.1.c. | Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters. |

| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
|---------------------------|--------------------------|--|
| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.1.e. | Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |

| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
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| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| ST ANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |

.4.d.

| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
|---------------------------|--------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| | | |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
|---------------------------|------------------------|---|
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Georgia Standards of Excellence

| | | Language Arts | | |
|---------------------------|---------------------------------------|---|--|--|
| | Grade 4 - Adopted: 2023 | | | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. | | |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. | | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | | |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. | | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. | | |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. | | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | | |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. | | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. | | |

| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
|--|------------------------------|--|
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.b. | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. |
| EXPECTATION | 4.L.V.3.d. | Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | DIC IDEA. Techniques Studente emplein engliste and use verieus techniques to |
| | | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.1. | |
| ELEMENT/GLE | 3- | Comprehend and shape meaning. Narrative Techniques - Explain, analyze, and use narrative techniques to shape |
| | 3- | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| ELEMENT/GLE | 3- 5.T.T.1. | Comprehend and shape meaning. Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop |
| ELEMENT/GLE EXPECTATION | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. |
| ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / | 3- 5.T.T.1. 4.T.T.1.e. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to |

| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
|----------------------------|--------------------------|--|
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| ST ANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| | | |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
|---------------------------|--------------------------|--|
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| | | |

| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
|---------------------------|------------------------|---|
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |

| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
|---------------------------|------------------------|---|
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Georgia Standards of Excellence

| Grade 4 - Adopted: 2023 | | | |
|---------------------------------------|------------|---|--|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. | |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. | |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. | |

| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
|--|-----------------------|---|
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard |
| | | English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | Students build vocabularies and determine word meanings as they relate to reading |
| 011112111121 | II. 3-5.L.V.1. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets |
| DESCRIPTION | | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and |
| DESCRIPTION | | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| DESCRIPTION ELEMENT ELEMENT/GLE | 3-5.L.V.1. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. Expectations for Constructing Texts; Writing Speaking Composing Use grade-level general, academic, and specialized vocabulary words and phrases to enhance |
| DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | 3-5.L.V.1. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. Expectations for Constructing Texts; Writing Speaking Composing Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading |
| DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC | 3-5.L.V.1. 4.L.V.1.b. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. Expectations for Constructing Texts; Writing Speaking Composing Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets |
| DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | 3-5.L.V.1. 4.L.V.1.b. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. Expectations for Constructing Texts; Writing Speaking Composing Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety |

| 4.L.V.3.b. | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. |
|------------------------------|--|
| 4.L.V.3.d. | Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. |
| | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| I. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| | Expectations for Constructing Texts; Writing Speaking Composing |
| 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| 3- .T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| | Expectations for Interpreting Texts; Reading Listening Viewing |
| 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| | |
| | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| I. | Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| I. 3- .T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and |
| 3- | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and |
| 3- | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| 3- .T.SS.1. 4.T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing |
| 4.T.SS.1. 4.T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing Design texts using a variety of text structures and features, according to purpose and audience. |
| 4.T.SS.1. 4.T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing Design texts using a variety of text structures and features, according to purpose and audience. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| 4.T.SS.1. 4.T.SS.1. 6. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing Design texts using a variety of text structures and features, according to purpose and audience. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to |
| | -5.L.V.3. |

| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
|---------------------------|--------------------------|--|
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |

| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
|---------------------------|--------------------------|--|
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | 1. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |

| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
|---------------------------|--------------------------|--|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| | | |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
|---------------------------|------------------------|--|
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |

 $Practices \ (P) - Students \ engage \ routinely \ in four \ literacy \ practices \ that \ ground, \ shape, \ and \ inform \ the \ expectations \ of \ the \ Foundations, \ Language, \ and \ Texts \ domains.$

| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
|---------------------------|-------------------------|---|
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| | | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| | IV. K- 12.P.CP.2. | |
| DESCRIPTION | K- | they engage with others in a range of settings and for a variety of purposes. Presentation - Use presentation skills to tailor communication to target audiences for |

.a.

K-

12.P.CP.2 .b. Integrate modes and genres most appropriate to purpose and audience.

Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

Georgia Standards of Excellence

| Language Arts | | |
|---------------------------|-----------------|---|
| Grade 4 - Adopted: 2023 | | |
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |

| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
|---------------------------|----------------|---|
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| EXPECTATION | 4.L.V.3.b. | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. |
| EXPECTATION | 4.L.V.3.d. | Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |

STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts.

| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
|---------------------------|-----------------|--|
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground shape |

Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|--|---------------------------------------|---|
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| | | |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| EXPECTATION STRAND/TOPIC | 12.P.EICC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| | 12.P.EICC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| STRAND/TOPIC STANDARD / | 12.P.EICC .1.f. | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order |
| STRAND/TOPIC STANDARD / DESCRIPTION | 12.P.EICC .1.f. I. K- 12.P.EICC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, |
| STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT | 12.P.EICC .1.f. I. K- 12.P.EICC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE | 12.P.EICC .1.f. I. K- 12.P.EICC .2. | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Make use of texts to build knowledge, develop skills, make informed decisions, and share |

Practices~(P)~-~Students~engage~routinely~in~four~literacy~practices~that~ground,~shape,~and~inform~the~expectations~of~the~Foundations,~Language,~and~Texts~domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|---------------------------|--|--|
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- | Writing Processes - Compose a range of texts for a variety of purposes and audiences, |
| | 12.P.EICC .4. | flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. Expectations for Constructing Texts; Writing Speaking Creating |
| ELEMENT/GLE EXPECTATION | | |
| | .4. K- 12.P.EICC | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. K- 12.P.EICC | Expectations for Constructing Texts; Writing Speaking Creating Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the |
| EXPECTATION | K- 12.P.EICC .4.a. K- 12.P.EICC .4.b. | Expectations for Constructing Texts; Writing Speaking Creating Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. Generate ideas for content by assessing prior knowledge, gathering information from texts, and |

| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
|---------------------------|--------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| | | |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |

| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Georgia Standards of Excellence

Language Arts

| | | 3.43. |
|---------------------------|-----------------|---|
| | | Grade 4 - Adopted: 2023 |
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| CTD AND/T ODIC | | Language (I) Children language and apply the charactures and apply the attended |

STRAND/TOPIC

Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
|--|---|--|
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| | II. 3-5.L.V.3. | during which they expand and deepen their vocabularies, build word analysis skillsets |
| DESCRIPTION | | during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety |
| DESCRIPTION | | during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | 3-5.L.V.3. | during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. Expectations for Interpreting Texts; Reading Listening Viewing Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning |
| ELEMENT/GLE EXPECTATION | 3-5.L.V.3. 4.L.V.3.a. | during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. Expectations for Interpreting Texts; Reading Listening Viewing Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, |
| ELEMENT/GLE EXPECTATION EXPECTATION | 3-5.L.V.3. 4.L.V.3.a. 4.L.V.3.b. | during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. Expectations for Interpreting Texts; Reading Listening Viewing Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check |
| ELEMENT/GLE EXPECTATION EXPECTATION | 3-5.L.V.3. 4.L.V.3.a. 4.L.V.3.b. | during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. Expectations for Interpreting Texts; Reading Listening Viewing Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading |
| ELEMENT/GLE EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC | 3-5.L.V.3. 4.L.V.3.a. 4.L.V.3.b. | during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. Expectations for Interpreting Texts; Reading Listening Viewing Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets |

| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
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| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | 1. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |

| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
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| STANDARD I DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |

STRAND/TOPIC Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
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| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
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| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Expectations for Interpreting Texts; Reading Listening Viewing Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| | 12.P.EICC | |
| EXPECTATION | 12.P.EICC .3.a. K- 12.P.EICC | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing |
| EXPECTATION | 12.P.EICC .3.a. K- 12.P.EICC .3.c. K- 12.P.EICC | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. Determine the meanings of unfamiliar words and concepts by applying knowledge of context and |
| EXPECTATION EXPECTATION | 12.P.EICC .3.a. K- 12.P.EICC .3.c. K- 12.P.EICC | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / | 12.P.EICC .3.a. K- 12.P.EICC .3.c. K- 12.P.EICC | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order |
| EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | 12.P.EICC .3.a. K-12.P.EICC .3.g. I. K-12.P.EICC .3.g. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Writing Processes - Compose a range of texts for a variety of purposes and audiences, |

.4.a.

| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
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| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| | | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STRAND/TOPIC STANDARD / DESCRIPTION | II. | |
| STANDARD / | II. K- 12.P.ST.1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to |
| STANDARD / DESCRIPTION | K- | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and |
| STANDARD / DESCRIPTION ELEMENT | K- | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE | K- 12.P.ST.1. K- 12.P.ST.1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | K- 12.P.ST.1. K- 12.P.ST.1. a. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | K- 12.P.ST.1. K- 12.P.ST.1. a. K- 12.P.ST.1. b. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. Consider how context impacts the purposes of the author and the audience. |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION | K- 12.P.ST.1. K- 12.P.ST.1. a. K- 12.P.ST.1. b. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |

| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
|---------------------------|------------------------|--|
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |

| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Georgia Standards of Excellence

| | | Grade 4 - Adopted: 2023 |
|---------------------------|------------|---|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |

| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
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| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard |
| | | English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | Students build vocabularies and determine word meanings as they relate to reading |
| 011112111121 | II. 3-5.L.V.1. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets |
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| DESCRIPTION ELEMENT ELEMENT/GLE | 3-5.L.V.1. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. Expectations for Constructing Texts; Writing Speaking Composing Use grade-level general, academic, and specialized vocabulary words and phrases to enhance |
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| DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | 3-5.L.V.1. 4.L.V.1.b. | Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. Expectations for Constructing Texts; Writing Speaking Composing Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety |

| 4.L.V.3.b. | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. |
|------------------------------|--|
| 4.L.V.3.d. | Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. |
| | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| I. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| | Expectations for Constructing Texts; Writing Speaking Composing |
| 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| 3- .T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| | Expectations for Interpreting Texts; Reading Listening Viewing |
| 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| | |
| | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| I. | Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| I. 3- .T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and |
| 3- | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and |
| 3- | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| 3- .T.SS.1. 4.T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing |
| 4.T.SS.1. 4.T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing Design texts using a variety of text structures and features, according to purpose and audience. |
| 4.T.SS.1. 4.T.SS.1. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing Design texts using a variety of text structures and features, according to purpose and audience. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| 4.T.SS.1. 4.T.SS.1. 6. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. Expectations for Constructing Texts; Writing Speaking Composing Design texts using a variety of text structures and features, according to purpose and audience. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to |
| | -5.L.V.3. |

| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
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| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD I DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |

| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
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| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |

| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
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| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |

 $Practices \ (P) - Students \ engage \ routinely \ in four \ literacy \ practices \ that \ ground, \ shape, \ and \ inform \ the \ expectations \ of \ the \ Foundations, \ Language, \ and \ Texts \ domains.$

| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
|---------------------------|-------------------------|---|
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| | | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| | IV. K- 12.P.CP.2. | |
| DESCRIPTION | K- | they engage with others in a range of settings and for a variety of purposes. Presentation - Use presentation skills to tailor communication to target audiences for |

.a.

K-

12.P.CP.2 .b. Integrate modes and genres most appropriate to purpose and audience.

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

Georgia Standards of Excellence

| Language Arts | | |
|---------------------------|-----------------|---|
| | | Grade 4 - Adopted: 2023 |
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |

| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
|---------------------------|----------------|---|
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| EXPECTATION | 4.L.V.3.b. | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. |
| EXPECTATION | 4.L.V.3.d. | Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |

STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts.

| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
|---------------------------|-----------------|--|
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground shape |

Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|---------------------------|--------------------------|--|
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |

Practices~(P)~-~Students~engage~routinely~in~four~literacy~practices~that~ground,~shape,~and~inform~the~expectations~of~the~Foundations,~Language,~and~Texts~domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|---------------------------------------|--|--|
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| | | |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | 12.P.EICC | |
| | 12.P.EICC | flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | 12.P.EICC .4. | flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. Expectations for Constructing Texts; Writing Speaking Creating |
| ELEMENT/GLE EXPECTATION | 12.P.EICC .4. K- 12.P.EICC .4.a. K- 12.P.EICC | Expectations for Constructing Texts; Writing Speaking Creating Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the |
| ELEMENT/GLE EXPECTATION EXPECTATION | 12.P.EICC .4. K- 12.P.EICC .4.a. K- 12.P.EICC .4.b. | Expectations for Constructing Texts; Writing Speaking Creating Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. Generate ideas for content by assessing prior knowledge, gathering information from texts, and |

| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
|---------------------------|--------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| | | |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |

| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| | | |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | |

Lesson 14: Unit 5 Writing from Pictures, p. 113-118

Georgia Standards of Excellence

| | | Grade 4 - Adopted: 2023 |
|---------------------------|-----------------|---|
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |

| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
|---------------------------|-----------------|---|
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.1.e. | Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |

| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
|---------------------------|--------------------------|--|
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |

Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|---------------------------|---|---|
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| | | |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | 12.P.EICC | |
| | 12.P.EICC .4.c. K- 12.P.EICC | engaging in discussions with others. Link ideas and information to the organization plan, highlighting ideas and information that are most |
| EXPECTATION | 12.P.EICC .4.c. K- 12.P.EICC .4.d. K- 12.P.EICC | engaging in discussions with others. Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and |

| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
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| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| | | |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | decisions about craft techniques on knowledge of context, author, audience, and |
| | | decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | K- 12.P.AC.2 | decisions about craft techniques on knowledge of context, author, audience, and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to |
| ELEMENT/GLE EXPECTATION | K- 12.P.AC.2 .a. K- 12.P.AC.2 | decisions about craft techniques on knowledge of context, author, audience, and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of |
| ELEMENT/GLE EXPECTATION EXPECTATION | K- 12.P.AC.2 .a. K- 12.P.AC.2 .b. | decisions about craft techniques on knowledge of context, author, audience, and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. Make decisions about sentence structure and syntax in order to accommodate and influence the |
| ELEMENT/GLE EXPECTATION EXPECTATION | K- 12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. | decisions about craft techniques on knowledge of context, author, audience, and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the |
| ELEMENT/GLE EXPECTATION EXPECTATION EXPECTATION | K- 12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. | decisions about craft techniques on knowledge of context, author, audience, and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

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Georgia Standards of Excellence

| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
|---------------------------|-----------------|---|
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |

| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
|---------------------------|------------------------|--|
| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.1.e. | Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | 1. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| | | |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
|---------------------------|--------------------------|--|
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |

| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
|---|--|---|
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| | | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STRAND/TOPIC STANDARD / DESCRIPTION | II. | |
| STANDARD / | II. K- 12.P.ST.1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to |
| STANDARD / DESCRIPTION | K- | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and |
| STANDARD I DESCRIPTION ELEMENT | K- | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE | K- 12.P.ST.1. K- 12.P.ST.1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | K- 12.P.ST.1. b. K- 12.P.ST.1. b. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | K- 12.P.ST.1. b. K- 12.P.ST.1. b. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / | K- 12.P.ST.1. b. K- 12.P.ST.1. c. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | K- 12.P.ST.1. b. K- 12.P.ST.1. c. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and |

| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

| STRAND/TOPIC | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
|---------------------------|------------------------|---|
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

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Georgia Standards of Excellence

| | | Grade 4 - Adopted: 2023 |
|---------------------------|--------------------------|--|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |

| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |

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Georgia Standards of Excellence

Language Arts

| Language Arts | | | | | | |
|---------------------------|---------------------------------------|---|--|--|--|--|
| | Grade 4 - Adopted: 2023 | | | | | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | | | |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. | | | | |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. | | | | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | | | | |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. | | | | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. | | | | |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. | | | | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | | | | |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. | | | | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard | | | | |

STRAND/TOPIC

Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
|---------------------------|-----------------|---|
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.1. | Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.1.e. | Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |

| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
|---------------------------|--------------------------|--|
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| | | |

| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |

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 $\label{eq:practices} \mbox{Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.}$

| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
|---------------------------|------------------------|---|
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

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| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
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| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.RA.1. c. | Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
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| | | Expectations for Constructing Texts; Writing Speaking Creating |
|---------------------------|---|--|
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| ELEMENT/GLE EXPECTATION | K- 12.P.CP.1 .a. | |
| | 12.P.CP.1 | Writing Speaking Creating Arrive to group discussions and collaborative meetings prepared to be an active participant in the |
| EXPECTATION | 12.P.CP.1 .a. K- 12.P.CP.1 | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. Collaborate with others to determine group norms, establish goals and procedures, and facilitate |
| EXPECTATION | 12.P.CP.1 .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create |
| EXPECTATION EXPECTATION | 12.P.CP.1 .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |

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| | | Grade 4 - Adopted: 2023 |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD I DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD I DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |

| | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
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| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
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| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | |
| | | understandings. |
| ELEMENT/GLE | 5.T.T.2. | understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), |
| ELEMENT/GLE EXPECTATION | 5.T.T.2. | understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / | 5.T.T.2. 4.T.T.2.d. | understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level |
| ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | 4.T.T.2.d. | understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and |

STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts.

| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
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| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.RA.1. c. | Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |

| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
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| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD I DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |

| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
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| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

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| | | Grade 4 - Adopted: 2023 |
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |

| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
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| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD I DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |

| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
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| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.RA.1. c. | Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |

| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
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| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |

| | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
|---|---|---|
| | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| 1 | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| | .4.b. | |
| EXPECTATION | | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | .4.b. K- 12.P.EICC | Generate ideas for content by assessing prior knowledge, gathering information from texts, and |
| EXPECTATION STRAND/TOPIC | .4.b. K- 12.P.EICC | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT 1 ELEMENT/GLE EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT 1 ELEMENT/GLE EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT 1 ELEMENT/GLE EXPECTATION | K- 12.P.ST.1. K- 12.P.ST.1. K- 12.P.ST.1. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT 1 ELEMENT/GLE EXPECTATION STRAND/TOPIC | K- 12.P.ST.1. K- 12.P.ST.1. K- 12.P.ST.1. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT 1 EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT | K- 12.P.EICC .4.c. II. K- 12.P.ST.1. K- 12.P.ST.1. a. K- 12.P.ST.1. c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance |

| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
|---------------------------|------------------------|--|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

| | | and inform the expectations of the Foundations, Language, and Texts domains. |
|---------------------------|------------------------|---|
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |

Practices (P) - Students engage routinely in four literacy practices that ground, shape,

STRAND/TOPIC

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Georgia Standards of Excellence

| | | Grade 4 - Adopted: 2023 |
|---------------------------|-----------------|---|
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |

| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
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| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| | | |

| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
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| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | 1. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | 1. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |

STRAND/TOPIC

$\label{eq:practices} \textbf{Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.}$

| STANDARD I DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|---------------------------|--------------------------|--|
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
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| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |

| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
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| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

Georgia Standards of Excellence

| Grade 4 - Adopted: 2023 | | |
|---------------------------------------|------------|---|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression. |
| ELEMENT | 3-5.F.F.1. | Oral Reading & Silent Reading Fluency - Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. |
| ELEMENT/GLE | 4.F.F.1.b. | Read a variety of unfamiliar grade-level texts with increasing automaticity. |

| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
|---------------------------|-----------------|---|
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.1.a. | Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.a. | Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Context Students describe the influences of purpose and audience on texts. |
| ELEMENT | 3- 5.T.C.2. | Authors & Speakers - Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.C.2.c. | Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational). |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |

| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
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| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD I DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.RA.1. c. | Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |

| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
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| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.e. | Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.b. | Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| | .2.d. | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
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| ELEMENT | K- 12.P.EICC .3. | Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.EICC .3.a. | Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. |
| EXPECTATION | K- 12.P.EICC .3.c. | Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. |
| EXPECTATION | K- 12.P.EICC .3.g. | Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. a. | Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |

| DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
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| ELEMENT | K- 12.P.AC.1. | Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | K- 12.P.AC.1 .a. | Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
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| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| | III. K- 12.P.AC.3. | |
| DESCRIPTION | K- | the interpretation and construction of texts. Text Design - Consider the impact of text design on audience and purpose when |
| DESCRIPTION | K- | the interpretation and construction of texts. Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
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| ELEMENT/GLE EXPECTATION | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / | K- 12.P.AC.3 K- 12.P.AC.3 .b. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as |
| ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | K- 12.P.AC.3. b. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |

| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
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| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |

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Georgia Standards of Excellence

| Grade 4 - Adopted: 2023 | | | |
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| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. | |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. | |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. | |

| BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. ELEMENT 35.L.V.3. Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify the meanings of words and phrases. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4.L.V.3.e. Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD II. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. ELEMENT 3. Organization - Demonstrate and apply understanding of organizational structures and elements used to convey and arrange ideas and elements to create coherent and engaging texts. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4.T.S.S.1. Design texts using a variety of text structures and features, according to purpose and audience. EXPECTATION 4.T.S.S.1. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. G. TEXT (T) - Students grow in their learning as they purposefully engage with texts. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. EXPECTATION 4.T.S.S.1. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. ELEMENT 3. Expository Techniques - Explain, analyze, and use expository texts, including facts and key details used to support the main idea. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. EXPECTATION 4.T.Z.a. Discuss and evaluate techniques used to present and design expository texts, | STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
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| materials to determine or clarify word meanings in a variety of settings and for a variety of pruposes. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4.LV.3.e. Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION II. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. ELEMENT 3- Organization - Demonstrate and apply understanding of organizational structures and elements used to convey and arrange ideas and information in texts. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4.T.S.1. Design texts using a variety of text structures and features, according to purpose and audience. b. EXPECTATION 4.T.S.1. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. d. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 5.T.2. Expository Techniques Students explain, analyze, and use expository techniques to shape understandings. ELEMENT 3. Expository Techniques - Explain, analyze, and use expository texts, including facts and key details used to support the main idea. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 6.T.2. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. STANDARD / DESCRIPTION 7.T.2. Discuss and evaluate techniques used to present and design expository techniques to comprehend and shape meaning. ELEMENT 3. Exp | | II. | during which they expand and deepen their vocabularies, build word analysis skillsets |
| EXPECTATION 4 L.V.3.e. Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION II. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. ELEMENT 5. Cranditation - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. ELEMENTIGLE EXPECTATION A.T.S.1. Design texts using a variety of text structures and features, according to purpose and audience. EXPECTATION 4.T.S.1. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. d. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION ELEMENT 3. Expository Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. ELEMENTIGLE EXPECTATION 4.T.T.2. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION 4.T.T.2. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION ELEMENT 3- Expository Techniques - Explain, analyze, and use expository texts, including facts and key details used to support the main idea. EXPECTATION 4.T.T.2. Expository Techniques - Explain, analyze, and use expository techniques to comprehend and shape meaning. ELEMENT 3- Expository Techniques - Explain, analyze, and use expository techniques to shap | ELEMENT | 3-5.L.V.3. | materials to determine or clarify word meanings in a variety of settings and for a variety |
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| STANDARD / DESCRIPTION II. BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. ELEMENT 3- 5.T.SS.1. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4.T.SS.1. Design texts using a variety of text structures and features, according to purpose and audience. b. EXPECTATION 4.T.SS.1. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. d. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. ELEMENT 3- 5.T.T.2. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. EXPECTATION 4.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION III. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. EXPECTATION 3- 5.T.T.2. Expository Techniques - Explain, analyze, and use expository texts, including facts and key details used to support the main idea. EXEMENT/GLE Expository Techniques - Explain, analyze, and use expository techniques to comprehend and shape meaning. EXPECTATION 4.T.T.2. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. EXPECTATION 4.T.T.2. Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotation | EXPECTATION | 4.L.V.3.e. | |
| DESCRIPTION organizational structures and elements used to convey and arrange ideas and information in texts. ELEMENT 3- 5.T.SS.1. Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4.T.SS.1. Design texts using a variety of text structures and features, according to purpose and audience. b. EXPECTATION 4.T.SS.1. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. d. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION BIII. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. ELEMENT 3- 5.T.T.2. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. EXPECTATION 4.T.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION III. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. ELEMENT / Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION III. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. ELEMENT / Students grow in their learning as they purposefully engage with texts. ELEMENT / Students grow in their learning as they purposefully engage with texts. EXPECTATION 2- Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4-T.T.2.d. Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations). | STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| ELEMENT/GLE Expectations for Constructing Texts; Writing Speaking Composing EXPECTATION 4.T.S.1. Design texts using a variety of text structures and features, according to purpose and audience. b. EXPECTATION 4.T.S.1. Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. d. STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / DESCRIPTION III. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. ELEMENT 3- Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. EXPECTATION 4.T.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. STANDARD / DESCRIPTION Understandings as they purposefully engage with texts. STANDARD / DESCRIPTION Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 4.T.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. STANDARD / DESCRIPTION Expectations for Explain, analyze, and use various techniques to comprehend and shape meaning. ELEMENT 3- Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. ELEMENT/GLE Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. EXPECTATION 4.T.T.2.d. Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), | | II. | organizational structures and elements used to convey and arrange ideas and |
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STRAND/TOPIC Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
|--|---|--|
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| | | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| | K- 12.P.EICC .2. | develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order |
| DESCRIPTION | K- 12.P.EICC | develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, |
| DESCRIPTION | K- 12.P.EICC | develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| ELEMENT/GLE | K- 12.P.EICC .2. | develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| ELEMENT/GLE EXPECTATION | K- 12.P.EICC .2. K- 12.P.EICC .2.c. | develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts. |
| ELEMENT ELEMENT/GLE EXPECTATION | K- 12.P.EICC .2. K- 12.P.EICC .2.c. | develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts. Interpret and construct texts to aid the analysis and evaluation of texts and ideas. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
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| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
|---------------------------|--------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |

| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
|---------------------------|------------------------|---|
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

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Georgia Standards of Excellence

| | | Grade 4 - Adopted: 2023 |
|---------------------------|-----------------|---|
| STRAND/TOPIC | | Foundations (F) - Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. |
| STANDARD / DESCRIPTION | T. | BIG IDEA: Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation. |
| ELEMENT | 3-5.F.P.4. | Decoding & Encoding with Phonics - Use knowledge of phonics to decode and encode grade-level words. |
| ELEMENT/GLE | 4.F.P.4.c. | Decode and encode words with common prefixes and suffixes. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| | | |

| ELEMENT | 3-5.L.V.2. | Word Analysis - Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings. |
|----------------------------|--------------------------|--|
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.2.a. | Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning. |
| EXPECTATION | 4.L.V.2.b. | Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb). |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.2. | Word Analysis - Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.2.c. | Construct words using knowledge of Greek and Latin roots, root words, and affixes. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| ST ANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |

| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Georgia Standards of Excellence

Language Arts

| Language Arto | | | |
|---------------------------|-----------------|---|--|
| | | Grade 4 - Adopted: 2023 | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. | |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. | |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. | |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard | |

English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
|---------------------------|-----------------|---|
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.b. | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. |
| EXPECTATION | 4.L.V.3.d. | Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |

| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
|--|--|--|
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| | | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | |
| STANDARD / | I. K- 12.P.EICC .1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order |
| STANDARD / DESCRIPTION | K- 12.P.EICC | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active |
| STANDARD / DESCRIPTION | K- 12.P.EICC | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE | K- 12.P.EICC .1. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Generate, understand, monitor, and discuss personal and academic reading and writing goals, |
| ST ANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | K- 12.P.EICC .1. K- 12.P.EICC .1.a. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |

| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
|----------------------------|--------------------------|--|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| ST ANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |

| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
|---------------------------|--------------------------|---|
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |

| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
|---------------------------|------------------------|---|
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12 P CP 2 | Communicate clearly to present ideas, information, and texts. |

12.P.CP.2 .a.

K-12.P.CP.2 Integrate modes and genres most appropriate to purpose and audience.

.b.

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Georgia Standards of Excellence

Language Arts

| | | Grade 4 - Adopted: 2023 |
|---------------------------|-----------------|---|
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |

STRAND/TOPIC

| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
|---|--|--|
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| | | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| | 3- 5.T.T.2. | |
| DESCRIPTION | 3- | comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape |
| DESCRIPTION | 3- | comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), |
| ELEMENT/GLE EXPECTATION | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / | 3- 5.T.T.2. 4.T.T.2.d. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level |
| DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | 3- 5.T.T.2. 4.T.T.2.d. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and |
| ELEMENT / ELEMENT / ELEMENT / ELEMENT / EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT | 3- 5.T.T.2. 4.T.T.2.d. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT | 3- 5.T.T.2. 4.T.T.2.d. IV. 3- 5.T.RA.1. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. Expectations for Interpreting Texts; Reading Listening Viewing Conduct research by locating, gathering, curating, and integrating information from multiple credible |
| ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT ELEMENT/GLE | 3- 5.T.T.2. 4.T.T.2.d. IV. 3- 5.T.RA.1. | comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. Expectations for Interpreting Texts; Reading Listening Viewing Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |

| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
|---------------------------|--------------------------|--|
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.RA.1. c. | Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |

| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
|---------------------------|--------------------------|--|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. |
| | | |

| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |

| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 27: Unit 7 Inventive Writing, p. 211-218

Georgia Standards of Excellence

Language Arts

Grade 4 - Adopted: 2023

STRAND/TOPIC

Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
|--|---|---|
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.L.V.3.b. | Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- | Expository Techniques - Explain, analyze, and use expository techniques to shape |
| | 5.T.T.2. | understandings. |
| ELEMENT/GLE | 5.T.T.2. | understandings. Expectations for Interpreting Texts; Reading Listening Viewing |
| ELEMENT/GLE EXPECTATION | 5.T.T.2. 4.T.T.2.a. | |
| | | Expectations for Interpreting Texts; Reading Listening Viewing Discuss and evaluate techniques used to present and design expository texts, including facts and |
| EXPECTATION | | Expectations for Interpreting Texts; Reading Listening Viewing Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION STRAND/TOPIC STANDARD / | 4.T.T.2.a. | Expectations for Interpreting Texts; Reading Listening Viewing Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE | 4.T.T.2.a. III. 3- 5.T.T.2. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION | 4.T.T.2.a. III. 3- 5.T.T.2. | Expectations for Interpreting Texts; Reading Listening Viewing Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / | 4.T.T.2.a. III. 3- 5.T.T.2. 4.T.T.2.d. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. Expectations for Constructing Texts; Writing Speaking Composing Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order |

| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
|---------------------------|--------------------------|--|
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |

Lesson 28: Unit 7 Inventive Writing, p. 219-226

Language Arts

| Language Arts | | |
|---------------------------|-----------------|---|
| | | Grade 4 - Adopted: 2023 |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. |
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |

| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. |
|---------------------------|------------------------|--|
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | l. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
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| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. |
|---------------------------|--------------------------|--|
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| | .4. | |
| ELEMENT/GLE | .4. | Expectations for Constructing Texts; Writing Speaking Creating |

| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
|---|--|---|
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| | | and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | II. | and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. |
| | II. K- 12.P.ST.1. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to |
| DESCRIPTION | K- | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and |
| DESCRIPTION | K- | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing |
| ELEMENT/GLE | K- 12.P.ST.1. K- 12.P.ST.1. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| ELEMENT/GLE EXPECTATION | K- 12.P.ST.1. b. K- 12.P.ST.1. b. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. |
| ELEMENT/GLE EXPECTATION EXPECTATION | K- 12.P.ST.1. b. K- 12.P.ST.1. b. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, |
| ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / | K- 12.P.ST.1. b. K- 12.P.ST.1. c. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance |
| ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION | K- 12.P.ST.1. b. K- 12.P.ST.1. c. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and |

| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |

| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
|---------------------------|------------------------|---|
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- 12.P.CP.2 .b. | Integrate modes and genres most appropriate to purpose and audience. |

Lesson 29: Unit 7 Inventive Writing, p. 227-234

Georgia Standards of Excellence

Language Arts

Grade 4 - Adopted: 2023 STRAND/TOPIC Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. STANDARD / BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and DESCRIPTION conventions of Standard English grammar, usage, and mechanics as they interpret and **ELEMENT** Syntax - Apply understandings of sentence structure to comprehend and compose 5.L.GC.2. varied sentences. **ELEMENT/GLE** Expectations for Constructing Texts; Writing | Speaking | Composing **EXPECTATION** 4.L.GC.2. Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.

STRAND/TOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts. STANDARD / III. BIG IDEA: Techniques Students explain, analyze, and use various techniques to DESCRIPTION comprehend and shape meaning. **ELEMENT** 3-Expository Techniques - Explain, analyze, and use expository techniques to shape 5.T.T.2. understandings. **ELEMENT/GLE** Expectations for Interpreting Texts; Reading | Listening | Viewing **EXPECTATION** 4.T.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea.

| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
|---------------------------|--------------------------|--|
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. |
| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. |
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |

12.P.CP.1 texts.

Work with others to discuss topics, investigate questions, solve problems, and explore and create

.d.

Lesson 30: Unit 7 Inventive Writing, p. 235-239

Georgia Standards of Excellence

Language Arts

| | | Grade 4 - Adopted: 2023 |
|---------------------------|-----------------|---|
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. |
| ELEMENT | 3- 5.L.GC.2. | Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.GC.2. d. | Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.1. | General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.1.b. | Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. |
| STRAND/TOPIC | | Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. |
| ELEMENT | 3-5.L.V.3. | Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing |
| EXPECTATION | 4.L.V.3.e. | Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. |

STRAND/TOPIC

| STANDARD / DESCRIPTION | II. | BIG IDEA: Structures & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts. | |
|---------------------------|-----------------|--|--|
| ELEMENT | 3- 5.T.SS.1. | Organization - Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | |
| EXPECTATION | 4.T.SS.1. b. | Design texts using a variety of text structures and features, according to purpose and audience. | |
| EXPECTATION | 4.T.SS.1. d. | Craft related sentences into coherent paragraphs that follow a chosen structure using transitions. | |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. | |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. | |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing | |
| EXPECTATION | 4.T.T.2.a. | Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea. | |
| EXPECTATION | 4.T.T.2.c. | Integrate and classify information from multiple texts on the same topic in relationship to important points and key details. | |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning. | |
| ELEMENT | 3- 5.T.T.2. | Expository Techniques - Explain, analyze, and use expository techniques to shape understandings. | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Composing | |
| EXPECTATION | 4.T.T.2.d. | Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. | |
| STRAND/TOPIC | | Texts (T) - Students grow in their learning as they purposefully engage with texts. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. | |
| ELEMENT | 3- 5.T.RA.1. | Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. | |
| ELEMENT/GLE | | Expectations for Interpreting Texts; Reading Listening Viewing | |
| EXPECTATION | 4.T.RA.1. b. | Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape | |

STRAND/TOPIC

Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. | |
|---------------------------|--------------------------|--|--|
| ELEMENT | K- 12.P.EICC .1. | Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. | |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating | |
| EXPECTATION | K- 12.P.EICC .1.a. | Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. | |
| EXPECTATION | K- 12.P.EICC .1.b. | Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. | |
| EXPECTATION | K- 12.P.EICC .1.c. | Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. | |
| EXPECTATION | K- 12.P.EICC .1.d. | Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. | |
| EXPECTATION | K- 12.P.EICC .1.f. | Develop independence and autonomy as a reader and writer. | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. | |
| ELEMENT | K- 12.P.EICC .2. | Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. | |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating | |
| EXPECTATION | K- 12.P.EICC .2.c. | Explain and learn concepts and processes by interpreting and constructing texts. | |
| EXPECTATION | K- 12.P.EICC .2.d. | Interpret and construct texts to aid the analysis and evaluation of texts and ideas. | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | I. | BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. | |

| ELEMENT | K- 12.P.EICC .4. | Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. | | |
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| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating | | |
| EXPECTATION | K- 12.P.EICC .4.a. | Establish a purpose and goals for writing and identify a target audience. | | |
| EXPECTATION | K- 12.P.EICC .4.b. | Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. | | |
| EXPECTATION | K- 12.P.EICC .4.c. | Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. | | |
| EXPECTATION | K- 12.P.EICC .4.d. | Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. | | |
| EXPECTATION | K- 12.P.EICC .4.e. | Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. | | |
| EXPECTATION | K- 12.P.EICC .4.f. | Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. | | |
| EXPECTATION | K- 12.P.EICC .4.g. | Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. | | |
| EXPECTATION | K- 12.P.EICC .4.h. | Edit the text, ensuring it adheres to the conventions of written language. | | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | | |
| STANDARD / DESCRIPTION | II. | BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. | | |
| ELEMENT | K- 12.P.ST.1. | Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. | | |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating | | |
| EXPECTATION | K- 12.P.ST.1. b. | Consider how context impacts the purposes of the author and the audience. | | |
| EXPECTATION | K- 12.P.ST.1. c. | Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. | | |

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 $\label{eq:practices} \textbf{Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.}$

| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. | |
|---------------------------|------------------------|---|--|
| ELEMENT | K- 12.P.AC.2. | Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose. | |
| ELEMENT/GLE | | Expectations for Constructing Texts; Writing Speaking Creating | |
| EXPECTATION | K- 12.P.AC.2 .a. | Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. | |
| EXPECTATION | K- 12.P.AC.2 .b. | Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. | |
| EXPECTATION | K- 12.P.AC.2 .c. | Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. | |
| EXPECTATION | K- 12.P.AC.2 .d. | Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | III. | BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts. | |
| ELEMENT | K- 12.P.AC.3. | Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres. | |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating | |
| EXPECTATION | K- 12.P.AC.3 .a. | Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. | |
| EXPECTATION | K- 12.P.AC.3 .b. | Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. | |
| EXPECTATION | K- 12.P.AC.3 .c. | Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. | |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. | |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. | |
| ELEMENT | K- 12.P.CP.1. | Collaboration - Collaborate with others to accomplish shared goals and projects. | |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating | |

| EXPECTATION | K- 12.P.CP.1 .a. | Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. |
|---------------------------|------------------------|---|
| EXPECTATION | K- 12.P.CP.1 .b. | Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. |
| EXPECTATION | K- 12.P.CP.1 .d. | Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. |
| STRAND/TOPIC | | Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. |
| STANDARD / DESCRIPTION | IV. | BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes. |
| ELEMENT | K- 12.P.CP.2. | Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. |
| ELEMENT/GLE | | Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating |
| EXPECTATION | K- 12.P.CP.2 .a. | Communicate clearly to present ideas, information, and texts. |
| EXPECTATION | K- | Integrate modes and genres most appropriate to purpose and audience. |

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