

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).
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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 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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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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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.
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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.
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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.
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EXPECTATION	K-12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
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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 .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.
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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.
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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 .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.
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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.
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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.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.

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.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.

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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. 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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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.
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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.
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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.
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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.
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EXPECTATION	K-12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
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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 .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.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.
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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.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

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.
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.
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.

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.
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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.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
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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.
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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.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.
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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.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

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.
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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	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.
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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	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.**

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.
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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.
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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.
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.

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.
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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.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

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.
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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	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.
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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).
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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.
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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.
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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.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.
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.
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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.
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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	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.
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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	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.
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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.
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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.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.	
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.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.

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.
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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).
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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.
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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.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.
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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.
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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.
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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.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.
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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 .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.
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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.
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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.
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EXPECTATION	K-12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
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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 .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.
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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.
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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 .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.
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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.
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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.
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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.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
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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.
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 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.
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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 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.	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.
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.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.
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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.
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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.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.
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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.
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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.
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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.
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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.
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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.

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

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.
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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	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.
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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	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.
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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	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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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, 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	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.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.
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.
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EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
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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.
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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.
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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	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.
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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	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.
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EXPECTATION	4.T.SS.1. d.	Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
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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 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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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.
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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.
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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 .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	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.

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

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.
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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	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.
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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	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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EXPECTATION	4.L.V.3.b.	Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.
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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.
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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	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, 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.
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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.
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.
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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.
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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.
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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.
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ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
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EXPECTATION	K-12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
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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.
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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.
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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.
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ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
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EXPECTATION	K-12.P.EICC .4.a.	Establish a purpose and goals for writing and identify a target audience.
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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.
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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.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

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.
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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	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.
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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	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.
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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	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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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, 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	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.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.
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.
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EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
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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.
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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.
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.
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EXPECTATION	4.T.SS.1. d.	Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
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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 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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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.
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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.
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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 .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	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.

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

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.
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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.
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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.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.
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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 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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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.
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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	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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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	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.
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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 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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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.
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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.
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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.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
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.
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EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
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Lesson 16: Unit 5 Writing from Pictures, p. 125-128

Georgia Standards of Excellence

Language Arts

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.
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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.
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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.
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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.

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

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.
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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.
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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.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.
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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 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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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		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.
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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.
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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.
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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.
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ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
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EXPECTATION	K-12.P.EICC .4.a.	Establish a purpose and goals for writing and identify a target audience.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.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.
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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.
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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.
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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.

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 18: Unit 6 Summarizing Multiple References, p. 135-142

Georgia Standards of Excellence

Language Arts

Grade 4 - Adopted: 2023

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.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.
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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.
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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.
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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.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.
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 19: Unit 6 Summarizing Multiple References, p. 143-148

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.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.
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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 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.
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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 .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.
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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.
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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.
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EXPECTATION	K-12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
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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 .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.
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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.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.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.
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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.
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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.
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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.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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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

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.
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ELEMENT/GLE	4.F.F.1.b.	Read a variety of unfamiliar grade-level texts with increasing automaticity.
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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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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.
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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.
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ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
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EXPECTATION	4.L.V.1.a.	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.
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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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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.
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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.
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ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
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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	Texts (T) - Students grow in their learning as they purposefully engage with texts.
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STANDARD / DESCRIPTION	I.	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
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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).
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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.
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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
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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 / 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.
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.
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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.
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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.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.
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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. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
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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.
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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.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.
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.

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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	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.
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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	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.	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

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.
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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.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.
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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.
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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.
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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.
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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.
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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.

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

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.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.
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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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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.
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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.
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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.
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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.
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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.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.
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.
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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.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.
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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.
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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.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included 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.
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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.

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

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.
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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.
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EXPECTATION	4.T.SS.1.d.	Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
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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 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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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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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.
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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.
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EXPECTATION	K-12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
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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 .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.
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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.
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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.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.
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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.
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EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
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Lesson 24: Unit 7 Inventive Writing, p. 191-196

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

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.	
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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 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.
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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.
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EXPECTATION	4.T.SS.1.d.	Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
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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 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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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	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
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

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.
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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	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.
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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	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.
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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.
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EXPECTATION	4.T.SS.1. d.	Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
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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 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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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.
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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.
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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.
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.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

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.
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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.
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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	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.
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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 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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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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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.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.

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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	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
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

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	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

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.
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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.
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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.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.
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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	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.
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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.
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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.
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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	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.
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EXPECTATION	4.T.SS.1. d.	Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.
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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 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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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.
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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.
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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 .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.
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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.
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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.
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EXPECTATION	K-12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
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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 .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.
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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.
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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.
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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.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.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.