

Main Criteria: Frontiers in Writing

Secondary Criteria: Georgia Standards of Excellence

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Georgia Standards of Excellence

Language Arts

Grade 5 - 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

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

5.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

5.L.V.3.a.

Use context (e.g., cause/effect relationships and comparisons 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

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

5.T.T.2.a.

Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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.
STRAND/TOPIC Practices (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.
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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.
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 02: Unit 2 Writing from Notes, p. 19-28

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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 5.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 5.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 5.L.V.3.a. Use context (e.g., cause/effect relationships and comparisons 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 5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.

EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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.
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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.
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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.
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ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
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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.
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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.
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ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
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EXPECTATION	K-12.P.AC.2 .a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
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EXPECTATION	K-12.P.AC.2 .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.
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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Lesson 03: Unit 2 Writing from Notes, p. 29-34

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.

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	5.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	5.T.SS.1. b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1. d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.

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

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
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EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.

EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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.
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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.
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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.
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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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	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	5.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.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons 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.

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	5.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	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
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EXPECTATION	5.T.T.1.c.	Explain how a theme is demonstrated through a character's growth or conflict resolution.
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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	5.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.
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.
STRAND/TOPIC Practices (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.
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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.
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 06: Unit 3 Retelling Narrative Stories, p. 49-54

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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EXPECTATION	5.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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.
STRAND/TOPIC		Texts (T) - Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
ELEMENT	3-5.T.T.1.	Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.T.T.1.a.	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.
EXPECTATION	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
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	5.T.T.1.e.	Apply narrative techniques (e.g., character, setting, conflict, climax, 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
EXPECTATION	5.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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.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	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
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EXPECTATION	5.T.T.1.c.	Explain how a theme is demonstrated through a character's growth or conflict resolution.
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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	5.T.T.1.e.	Apply narrative techniques (e.g., character, setting, conflict, climax, 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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.
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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	5.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.

STRAND/TOPIC Practices (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. 63-72

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.
STRAND/TOPIC	Texts (T) - Students grow in their learning as they purposefully engage with texts.	
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
ELEMENT	3-5.T.T.1.	Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.T.T.1.a.	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.
EXPECTATION	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
EXPECTATION	5.T.T.1.c.	Explain how a theme is demonstrated through a character's growth or conflict resolution.
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	5.T.T.1.e.	Apply narrative techniques (e.g., character, setting, conflict, climax, 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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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.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.
STRAND/TOPIC	Practices (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. 73-80

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.L.V.1.a.	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
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ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.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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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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
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ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, facts, and key details used to support the main idea.
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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	5.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	5.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.
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ELEMENT	K-12.P.EICC .3.	Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K-12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K-12.P.EICC .4.	Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K-12.P.EICC .4.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.
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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.
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. 81-88

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
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EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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EXPECTATION	5.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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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.
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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.

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
EXPECTATION	5.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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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.
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.
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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.
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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.
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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.
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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Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
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EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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EXPECTATION	5.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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.

Lesson 13: Unit 5 Writing from Pictures, p. 111-116

Georgia Standards of Excellence

Language Arts

Grade 5 - 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 Constructing Texts; Writing Speaking Composing
EXPECTATION	5.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.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	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.
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.1.e.	Apply narrative techniques (e.g., character, setting, conflict, climax, 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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.
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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	5.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	5.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.
Lesson 15: Unit 5 Writing from Pictures, p.123-130		

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.

EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.1.e.	Apply narrative techniques (e.g., character, setting, conflict, climax, 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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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 Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.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.
STRAND/TOPIC		Practices (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 16: Unit 6 Summarizing Multiple References, p. 131-138

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	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	5.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.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons 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.

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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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.
STRAND/TOPIC		Practices (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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Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.

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	5.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	5.T.SS.1. b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1. d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
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EXPECTATION	K-12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	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.
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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.
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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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Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	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 5.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 5.L.V.3.a. Use context (e.g., cause/effect relationships and comparisons 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	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 5.T.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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 5.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.
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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.	
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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.	
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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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STRAND/TOPIC Practices (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.
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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 19: Unit 6 Summarizing Multiple References, p. 159-164

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
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EXPECTATION	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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EXPECTATION	5.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	5.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	5.T.SS.1. b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1. d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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.
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ELEMENT	K-12.P.EICC .3.	Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K-12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K-12.P.EICC .4.	Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K-12.P.EICC .4.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.
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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.
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 20: Unit 7 Inventive Writing, p. 165-172

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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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	5.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	5.T.SS.1. b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1. d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.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.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.

Lesson 21: Unit 7 Inventive Writing, p. 173-180

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.T.SS.1. b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1. d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing

EXPECTATION	5.T.RA.2. a.	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.
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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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing

EXPECTATION	5.T.RA.2. c.	Use basic parenthetical citations to credit the source used.
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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.
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.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

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

STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K-12.P.ST.1.	Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.

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

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

Lesson 22: Unit 7 Inventive Writing, p. 181-188

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.L.V.3.b.	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.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.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.
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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 23: Unit 7 Inventive Writing, p. 189-196

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.T.SS.1. b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1. d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.T.RA.2. a.	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.
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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.T.RA.2. c.	Use basic parenthetical citations to credit the source used.
STRAND/TOPIC	Practices (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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Lesson 24: Unit 8 Formal Essay Models, p. 197-206

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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 5.L.V.3.a. Use context (e.g., cause/effect relationships and comparisons 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 5.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 5.T.SS.1. b. Design texts using a variety of text structures and features, according to purpose and audience.

EXPECTATION 5.T.SS.1. d. Craft related ideas into coherent paragraphs that follow a logical 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 5.T.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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	5.T.RA.1. c.	Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.
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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.T.RA.2. a.	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.
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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.T.RA.2. c.	Use basic parenthetical citations to credit the source used.
STRAND/TOPIC	Practices (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.

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.T.RA.1.a.	Generate questions about a self-selected topic of interest to be researched, asking probing questions to compare and contrast related topics.
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EXPECTATION	5.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	5.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 **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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing

EXPECTATION	5.T.RA.2.a.	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.
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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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.T.RA.2.c.	Use basic parenthetical citations to credit the source used.
STRAND/TOPIC		Practices (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.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.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.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.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC

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

STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
ELEMENT	K-12.P.CP.1.	Collaboration - Collaborate with others to accomplish shared goals and projects.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

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

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	5.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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.T.RA.2. a.	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.
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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.T.RA.2. c.	Use basic parenthetical citations to credit the source used.
STRAND/TOPIC		Practices (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.
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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 27: Unit 9 Formal Critique, p. 223-232

Georgia Standards of Excellence

Language Arts

Grade 5 - 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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons 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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.1.a.	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.
EXPECTATION	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
EXPECTATION	5.T.T.1.c.	Explain how a theme is demonstrated through a character's growth or conflict resolution.

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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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.
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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.
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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.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 28: Unit 9 Formal Critique, p. 233-240

Georgia Standards of Excellence

Language Arts

Grade 5 - 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.1.	Grammar, Usage, & Mechanics - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.
ELEMENT/GLE		Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.
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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons 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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.T.T.1.a.	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.
EXPECTATION	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
EXPECTATION	5.T.T.1.c.	Explain how a theme is demonstrated through a character's growth or conflict resolution.
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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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	III.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
ELEMENT	3-5.T.T.3.	Opinion Techniques - Explain, analyze, and use opinion techniques to shape understandings.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.T.T.3.c.	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section. This progression resumes as argumentative techniques in 6th grade; students will reinforce skills during 5th grade.
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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.T.RA.2. a.	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.
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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	5.T.RA.2. c.	Use basic parenthetical citations to credit the source used.
STRAND/TOPIC	Practices (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	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.
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ELEMENT	K-12.P.ST.2.	Author, Audience, & Purpose - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating

EXPECTATION	K-12.P.ST.2. b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing 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.
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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.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

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

STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
ELEMENT	K-12.P.CP.1.	Collaboration - Collaborate with others to accomplish shared goals and projects.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

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

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

Lesson 29: Unit 9 Formal Critique, p. 241-248

Georgia Standards of Excellence

Language Arts

Grade 5 - 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 5.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 5.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 5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons 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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.
STRAND/TOPIC		Texts (T) - Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
ELEMENT	3-5.T.T.1.	Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	5.T.T.1.a.	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.
EXPECTATION	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
EXPECTATION	5.T.T.1.c.	Explain how a theme is demonstrated through a character's growth or conflict resolution.
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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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	5.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.
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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.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.
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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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Lesson 30: Unit 9 Formal Critique, p. 249-261

Georgia Standards of Excellence

Language Arts

Grade 5 - 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.1.	Grammar, Usage, & Mechanics - Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.

ELEMENT/GLE Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.

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	5.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	5.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	5.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	5.L.V.3.a.	Use context (e.g., cause/effect relationships and comparisons 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	5.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	5.T.SS.1.b.	Design texts using a variety of text structures and features, according to purpose and audience.
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EXPECTATION	5.T.SS.1.d.	Craft related ideas into coherent paragraphs that follow a logical 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	5.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	5.T.T.1.b.	Analyze how setting, events, conflict, and characterization contribute to the plot.
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EXPECTATION	5.T.T.1.c.	Explain how a theme is demonstrated through a character's growth or conflict resolution.
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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	5.T.T.2.a.	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, 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 5.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	III.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
ELEMENT	3-5.T.T.3.	Opinion Techniques - Explain, analyze, and use opinion techniques to shape understandings.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing

EXPECTATION 5.T.T.3.c. Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section. This progression resumes as argumentative techniques in 6th grade; students will reinforce skills during 5th grade.

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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing

EXPECTATION 5.T.RA.2. a. Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.

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.2.	Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing

EXPECTATION 5.T.RA.2. c. Use basic parenthetical citations to credit the source used.

STRAND/TOPIC **Practices (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.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.
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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.	
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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.
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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.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	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.2.	Author, Audience, & Purpose - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing 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.