# 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 <b>5</b> - Adopted: <b>2023</b>		
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.
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.
ST ANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating

EXPECTATION	K- 12.P.EICC .2.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.

# Lesson 02: Unit 2 Writing from Notes, p. 19-28

# Georgia Standards of Excellence

Grade <b>5</b> - Adopted: <b>2023</b>		
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.

Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.

word choices when speaking and writing.

		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.
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DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	3- 5.T.T.2.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	3- 5.T.T.2. 5.T.T.2.d.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	3- 5.T.T.2. 5.T.T.2.d.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active

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.

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

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

.a.

K-

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

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### **Georgia Standards of Excellence**

### Language Arts

		Language Arts
		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.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.

 ${\tt STRAND/TOPIC} \qquad \qquad {\tt Texts} \ ({\tt T}) \ - \ {\tt Students} \ {\tt grow} \ {\tt in} \ {\tt their} \ {\tt learning} \ {\tt as} \ {\tt they} \ {\tt purposefully} \ {\tt engage} \ {\tt with} \ {\tt texts}.$ 

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

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

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

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

STRAND/TOPIC

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

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# Georgia Standards of Excellence

# Language Arts

		Language Arts
		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.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.
STRAND/TOPIC  STANDARD / DESCRIPTION	III.	Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
STANDARD /	III. 3- 5.T.T.2.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to
STANDARD / DESCRIPTION	3-	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape
STANDARD / DESCRIPTION ELEMENT	3-	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	3- 5.T.T.2.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations),
ST ANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	3- 5.T.T.2.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
ST ANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  ST RAND/T OPIC  ST ANDARD /	3- 5.T.T.2. 5.T.T.2.d.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	3- 5.T.T.2. 5.T.T.2.d.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active

.1.a.

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.
		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.

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

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

.a.

Integrate modes and genres most appropriate to purpose and audience.

12.P.CP.2

.b.

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

# **Georgia Standards of Excellence**

		Language Arts
		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.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 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.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.
ST ANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating

EXPECTATION	K- 12.P.EICC .2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K- 12.P.EICC .2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	1.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .4.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.			

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

# **Georgia Standards of Excellence**

		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	1.	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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Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.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 I 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.			

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

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.
	K-	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.
	K- 12.P.AC.3.	
DESCRIPTION	K-	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when
DESCRIPTION	K-	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.3.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of
ELEMENT/GLE  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included
ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
ELEMENT  ELEMENT/GLE  EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

.a.

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 <b>5</b> - Adopted: <b>2023</b>		
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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	11.	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.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.	Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
STANDARD /	3- 5.T.T.1.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to
STANDARD / DESCRIPTION	3-	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape
STANDARD / DESCRIPTION ELEMENT	3-	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	3- 5.T.T.1.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	3- 5.T.T.1.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	3- 5.T.T.1.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	3- 5.T.T.1. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT	3- 5.T.T.1. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	3- 5.T.T.1. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Discuss and evaluate techniques used to present and design expository texts, including multiple
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	3- 5.T.T.1. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.

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 I DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .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.

STRAND/TOPIC		Practices (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.
	III. K- 12.P.AC.3.	
DESCRIPTION	K-	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when
DESCRIPTION	K-	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.3.	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of
ELEMENT/GLE  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included
ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
ELEMENT  ELEMENT/GLE  EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
ELEMENT  ELEMENT/GLE  EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

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

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# Georgia Standards of Excellence

## Language Arts

		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K- 12.P.EICC .1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K- 12.P.EICC .1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K- 12.P.EICC .1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K- 12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
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.
ST ANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K- 12.P.EICC .4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K- 12.P.EICC	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

.4.d.

EXPECTATION	K- 12.P.EICC .4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K- 12.P.EICC .4.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	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	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.		
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing		
EXPECTATION	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.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.	
STANDARD /	III. K- 12.P.AC.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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,
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.AC.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.AC.1. K- 12.P.AC.1 .a.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	K- 12.P.AC.1. K- 12.P.AC.1 a.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and

EXPECTATION	K- 12.P.AC.2 .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.

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

STANDARD / DESCRIPTION	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 10: Unit 4 Summarizing a Reference, p. 81-88

## **Georgia Standards of Excellence**

### Language Arts

Language Arts				
Grade <b>5</b> - Adopted: <b>2023</b>				
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.		
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.		
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing		
EXPECTATION	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.
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ELEMENT	3-5.L.V.3.	Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.	Design texts using a variety of text structures and features, according to purpose and audience.

b.

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.
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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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DESCRIPTION	3-	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and
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ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	3- 5.T.RA.1. 5.T.RA.1. b.	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	3- 5.T.RA.1. 5.T.RA.1. b.	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  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

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

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

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

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STANDARD / DESCRIPTION	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	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades
	.a.	6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		
STRAND/TOPIC  STANDARD / DESCRIPTION		and support the text's purpose.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
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STANDARD / DESCRIPTION	.a.	Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and
STANDARD / DESCRIPTION ELEMENT	.a.	Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and 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 <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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 I DESCRIPTION	II.	BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	3-5.L.V.1.	General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.
ELEMENT/GLE		Expectations for 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	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.
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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.
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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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		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
ST ANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .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	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

.3.a.

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	Communicate clearly to present ideas, information, and texts.

.a.

K-

Integrate modes and genres most appropriate to purpose and audience.

12.P.CP.2 .b.

## Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

# **Georgia Standards of Excellence**

### **Language Arts**

Language Arts		
		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.
ST PAND/TOPIC		Language (L) - Students learn and annly the structures and conventions of standard

### STRAND/TOPIC

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

STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	3-5.L.V.3.	Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.
ELEMENT/GLE		Expectations for 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.
STRAND/TOPIC		
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
STANDARD /	3- 5.T.T.2.	
STANDARD / DESCRIPTION	3-	comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape

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.
ST ANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

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

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

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

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

STRAND/TOPIC

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

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## Georgia Standards of Excellence

		Grade <b>5</b> - Adopted: <b>2023</b>
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	1.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

ELEMENT	K- 12.P.EICC .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

K-

Communicate clearly to present ideas, information, and texts.

12.P.CP.2 .a.

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## **Georgia Standards of Excellence**

		Grade <b>5</b> - Adopted: <b>2023</b>	
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing	
EXPECTATION	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.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.
STRAND/TOPIC  STANDARD / DESCRIPTION	III.	Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
ST ANDARD /	3- 5.T.T.1.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to
STANDARD / DESCRIPTION	3-	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape
STANDARD / DESCRIPTION ELEMENT	3-	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	3- 5.T.T.1.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	3- 5.T.T.1.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	3- 5.T.T.1. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to
ST ANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  ST ANDARD / DESCRIPTION	3- 5.T.T.1. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT	3- 5.T.T.1. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.
STANDARD / DESCRIPTION  ELEMENT / ELEMENT / GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT / ELEMENT / ELEMENT / ELEMENT / GLE	3- 5.T.T.1.e. 5.T.T.1.e.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Discuss and evaluate techniques used to present and design expository texts, including multiple

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.

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

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

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

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

Lesson 15: Unit 5 Writing from Pictures, p.123-130

## **Georgia Standards of Excellence**

STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.
	II. 3-5.L.V.3.	during which they expand and deepen their vocabularies, build word analysis skillsets
DESCRIPTION		during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety
DESCRIPTION		during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.
ELEMENT/GLE	3-5.L.V.3.	during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify
ELEMENT/GLE  EXPECTATION	3-5.L.V.3.	during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.  Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading
ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC	<b>3-5.L.V.3.</b> 5.L.V.3.b.	during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.  Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets
ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	3-5.L.V.3.b.	during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.  Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety

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 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 /	IV.	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they

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 I DESCRIPTION	II.	BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.

ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
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.

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.
STRAND/TOPIC  STANDARD / DESCRIPTION	IV.	
ST ANDARD /	IV. K- 12.P.CP.2.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.  Presentation - Use presentation skills to tailor communication to target audiences for
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.  Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing

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## Georgia Standards of Excellence

Grade <b>5</b> - Adopted: <b>2023</b>		
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

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

EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .4.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 I DESCRIPTION	II.	BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
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.	Mriting   Speaking   Creating  Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	12.P.CP.1	Arrive to group discussions and collaborative meetings prepared to be an active participant in the
	12.P.CP.1 .a. K- 12.P.CP.1	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.  Collaborate with others to determine group norms, establish goals and procedures, and facilitate
EXPECTATION	12.P.CP.1 .a.  K- 12.P.CP.1 .b.  K- 12.P.CP.1	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.  Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create
EXPECTATION	12.P.CP.1 .a.  K- 12.P.CP.1 .b.  K- 12.P.CP.1	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.  Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD /	12.P.CP.1 .a.  K- 12.P.CP.1 .b.  K- 12.P.CP.1	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.  Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	12.P.CP.1 .a.  K- 12.P.CP.1 .b.  K- 12.P.CP.1 .d.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.  Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.  Presentation - Use presentation skills to tailor communication to target audiences for

K-

12.P.CP.2 .a. Communicate clearly to present ideas, information, and texts.

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

### **Georgia Standards of Excellence**

#### **Language Arts**

Language Arts			
		Grade <b>5</b> - Adopted: <b>2023</b>	
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing	
EXPECTATION	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.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.

 ${\tt STRAND/TOPIC} \qquad \qquad {\tt Texts} \ ({\tt T}) \ - \ {\tt Students} \ {\tt grow} \ {\tt in} \ {\tt their} \ {\tt learning} \ {\tt as} \ {\tt they} \ {\tt purposefully} \ {\tt engage} \ {\tt with} \ {\tt texts}.$ 

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-	Select, read, and write texts of personal interest and academic relevance to grade-level texts and
EXPECTATION	12.P.EICC .1.c.	topics.
EXPECTATION	12.P.EICC	· · · · · · · · · · · · · · · · · · ·

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	1.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

ELEMENT	K-	Writing Processes - Compose a range of texts for a variety of purposes and audiences,
	12.P.EICC .4.	flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		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 18: Unit 6 Summarizing Multiple References, p. 145-158

# Georgia Standards of Excellence

STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	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.
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.
	.1.1.	
STRAND/TOPIC	.L.I.	Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STRAND/TOPIC  STANDARD / DESCRIPTION	1.	
STANDARD /		and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
STANDARD / DESCRIPTION	I.  K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between,
STANDARD / DESCRIPTION	I.  K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	K- 12.P.EICC .2.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Make use of texts to build knowledge, develop skills, make informed decisions, and share

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

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 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.

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

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.
	III. K- 12.P.AC.3.	
DESCRIPTION	K-	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when
DESCRIPTION	K-	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
ELEMENT/GLE	K- 12.P.AC.3.	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Apply knowledge of how mode and genre impact what kinds of ideas and information are included
ELEMENT/GLE  EXPECTATION	K- 12.P.AC.3.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
ELEMENT ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.AC.3 K- 12.P.AC.3 .b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	K- 12.P.AC.3. b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

EXPECTATION	K- 12.P.CP.1 .b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
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**

		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.
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.
STRAND/TOPIC  STANDARD / DESCRIPTION	IV.	Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ST ANDARD /	IV. 3- 5.T.RA.1.	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
STANDARD / DESCRIPTION	3-	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and
STANDARD / DESCRIPTION  ELEMENT	3-	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	3- 5.T.RA.1.	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Conduct research by locating, gathering, curating, and integrating information from multiple credible
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	3- 5.T.RA.1.	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	3- 5.T.RA.1. 5.T.RA.1. b.	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order

EXPECTATION	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.
	I. K- 12.P.EICC .2.	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
DESCRIPTION	K- 12.P.EICC	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between,
DESCRIPTION	K- 12.P.EICC	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
ELEMENT/GLE	K- 12.P.EICC .2.	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Make use of texts to build knowledge, develop skills, make informed decisions, and share
ELEMENT/GLE  EXPECTATION	K- 12.P.EICC .2. K- 12.P.EICC .2.b.	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.EICC .2. K- 12.P.EICC .2.b. K- 12.P.EICC	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.  Explain and learn concepts and processes by interpreting and constructing texts.
ELEMENT / ELEMENT / GLE  EXPECTATION  EXPECTATION	K- 12.P.EICC .2. K- 12.P.EICC .2.b. K- 12.P.EICC	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.  Explain and learn concepts and processes by interpreting and constructing texts.  Interpret and construct texts to aid the analysis and evaluation of texts and ideas.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,

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.	
STANDARD /	III. K- 12.P.AC.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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,
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.AC.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.AC.1. K- 12.P.AC.1 .a.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	K- 12.P.AC.1. K- 12.P.AC.1 a.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and

EXPECTATION	K- 12.P.AC.2 .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	Dractices (D	O) - Students	engage routing
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 $\label{eq:practices} \textbf{Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.}$ 

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

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## **Georgia Standards of Excellence**

#### Language Arts

Language Arts			
Grade <b>5</b> - Adopted: <b>2023</b>			
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.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.

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

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.
STRAND/TOPIC  STANDARD / DESCRIPTION	II.	
STANDARD /	II. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and
STANDARD / DESCRIPTION  ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	K- 12.P.ST.1. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.ST.1. b. K- 12.P.ST.1. b.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Consider how context impacts the purposes of the author and the audience.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.ST.1. b. K- 12.P.ST.1. b.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Consider how context impacts the purposes of the author and the audience.  Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.ST.1. b. K- 12.P.ST.1. c.	BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Consider how context impacts the purposes of the author and the audience.  Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance

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

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

#### Lesson 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 / BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and DESCRIPTION conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. **ELEMENT** Syntax - Apply understandings of sentence structure to comprehend and compose 5.L.GC.2. varied sentences. **ELEMENT/GLE** Expectations for Constructing Texts; Writing | Speaking | Composing **EXPECTATION** 5.L.GC.2. Elaborate on ideas and information, using adjectives and adverbs when incorporating details and d. 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 / BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities DESCRIPTION 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.

Expectations for Constructing Texts; Writing | Speaking | Composing

communication in a variety of settings.

Use grade-level general, academic, and specialized vocabulary words and phrases to enhance

**ELEMENT/GLE** 

**EXPECTATION** 

5.L.V.1.b.

STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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 credi 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		Select, read, and write texts of personal interest and academic relevance to grade-level texts and			

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.
STRAND/TOPIC  STANDARD / DESCRIPTION	I.	
STANDARD /	I.  K- 12.P.EICC .4.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
STANDARD / DESCRIPTION	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Writing Processes - Compose a range of texts for a variety of purposes and audiences,
STANDARD / DESCRIPTION  ELEMENT	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  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.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	K- 12.P.EICC .4.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.  Expectations for Constructing Texts; Writing   Speaking   Creating
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.EICC .4.  K- 12.P.EICC .4.a.  K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  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.  Expectations for Constructing Texts; Writing   Speaking   Creating  Establish a purpose and goals for writing and identify a target audience.

EXPECTATION	K- 12.P.EICC .4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.			
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	Arrive to group discussions and collaborative meetings prepared to be an active participant in the
	.a.	work.
EXPECTATION		Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	.a. K- 12.P.CP.1	Collaborate with others to determine group norms, establish goals and procedures, and facilitate
	.a. K- 12.P.CP.1 .b. K- 12.P.CP.1	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create
EXPECTATION	.a. K- 12.P.CP.1 .b. K- 12.P.CP.1	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
EXPECTATION  STRAND/TOPIC  STANDARD /	.a. K- 12.P.CP.1 .b. K- 12.P.CP.1 .d.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	.a.  K- 12.P.CP.1 .b.  K- 12.P.CP.1 .d.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.  Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.  Presentation - Use presentation skills to tailor communication to target audiences for

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

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## Georgia Standards of Excellence

## Language Arts

Language Arts					
	Grade <b>5</b> - Adopted: <b>2023</b>				
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.			
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.			
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.			
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing			
EXPECTATION	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.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.			

.4.

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

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.				
	I.  K- 12.P.EICC .2.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order			
DESCRIPTION	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between,			
DESCRIPTION	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing			
ELEMENT/GLE	K- 12.P.EICC .2.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating			
ELEMENT/GLE  EXPECTATION	K- 12.P.EICC .2.  K- 12.P.EICC .2.c.  K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explain and learn concepts and processes by interpreting and constructing texts.			
ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.EICC .2.  K- 12.P.EICC .2.c.  K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explain and learn concepts and processes by interpreting and constructing texts.  Interpret and construct texts to aid the analysis and evaluation of texts and ideas.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,			

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	12.P.ST.1.				
	12.P.ST.1. b. K- 12.P.ST.1.	Consider how context impacts the purposes of the author and the audience.  Explore how context shapes the author's decisions and the audience's responses during the			
EXPECTATION	12.P.ST.1. b. K- 12.P.ST.1.	Consider how context impacts the purposes of the author and the audience.  Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,			
EXPECTATION  STRAND/TOPIC  STANDARD /	12.P.ST.1. b. K- 12.P.ST.1. c.	Consider how context impacts the purposes of the author and the audience.  Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance			
EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	12.P.ST.1. b. K- 12.P.ST.1. c.	Consider how context impacts the purposes of the author and the audience.  Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Writing like a Reader - Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and			

EXPECTATION	K- 12.P.AC.2 .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.			

ST				

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

STANDARD / DESCRIPTION	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 23: Unit 7 Inventive Writing, p. 189-196

## **Georgia Standards of Excellence**

#### Language Arts

Grade <b>5</b> - Adopted: <b>2023</b>			
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing	
EXPECTATION	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.	
ST PAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard	

#### STRAND/TOPIC

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

STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	3-5.L.V.3.	Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.
		Research & Inquiry - Conduct research to ask and answer questions that clarify,

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.
STRAND/TOPIC  STANDARD / DESCRIPTION	L	
STANDARD /	I.  K- 12.P.EICC .1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
STANDARD / DESCRIPTION	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active
STANDARD / DESCRIPTION	K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	K- 12.P.EICC .1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Generate, understand, monitor, and discuss personal and academic reading and writing goals,
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.EICC .1.  K- 12.P.EICC .1.a.  K- 12.P.EICC	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.  Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.  Discuss or write about personal and academic reading and writing preferences, referring to

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

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

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

12.P.CP.2 .a.

K-

Integrate modes and genres most appropriate to purpose and audience.

12.P.CP.2 .b.

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

## **Georgia Standards of Excellence**

### **Language Arts**

Language Arts			
		Grade <b>5</b> - Adopted: <b>2023</b>	
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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	

#### STRAND/TOPIC

Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.

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

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

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

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

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

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

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

# Georgia Standards of Excellence

## **Language Arts**

		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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. a.	Generate questions about a self-selected topic of interest to be researched, asking probing questions to compare and contrast related topics.
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.	
ELEMENT/GLE		texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and
		texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
ELEMENT/GLE	5.T.RA.1.	texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Constructing Texts; Writing   Speaking   Composing  Consider and integrate information from research, including relevant and accurate evidence from
ELEMENT/GLE  EXPECTATION	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.  Expectations for Constructing Texts; Writing   Speaking   Composing  Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.
ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	5.T.RA.1. c.	texts and topics.  Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Constructing Texts; Writing   Speaking   Composing  Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level
ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	5.T.RA.1. c.	Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Constructing Texts; Writing   Speaking   Composing  Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Curating Sources & Evidence - Integrate evidence from print and digital sources,
ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT	5.T.RA.1. c.	Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Constructing Texts; Writing   Speaking   Composing  Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	5.T.RA.1. c. IV. 3- 5.T.RA.2.	Research & Inquiry - Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.  Expectations for Constructing Texts; Writing   Speaking   Composing  Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Refer to specific passages or quotations from a text to support an idea, answer, or opinion,

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	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order			
ELEMENT	K- 12.P.EICC	to deepen comprehension and strengthen composition.  Writing Processes - Compose a range of texts for a variety of purposes and audience 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
ELEMENT/GLE EXPECTATION	K- 12.P.AC.3 .a.	
	12.P.AC.3	Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of
EXPECTATION	12.P.AC.3 .a. K- 12.P.AC.3	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included
EXPECTATION	12.P.AC.3 .a.  K- 12.P.AC.3 .b.  K- 12.P.AC.3	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and
EXPECTATION  EXPECTATION	12.P.AC.3 .a.  K- 12.P.AC.3 .b.  K- 12.P.AC.3	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD /	12.P.AC.3 .a.  K- 12.P.AC.3 .b.  K- 12.P.AC.3 .c.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	12.P.AC.3 .a.  K- 12.P.AC.3 .b.  K- 12.P.AC.3 .c.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Arrive to group discussions and collaborative meetings prepared to be an active participant in the

EXPECTATION

12.P.CP.1

.a.

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

# ${\bf Georgia\ Standards\ of\ Excellence}$

## **Language Arts**

Grade <b>5</b> - Adopted: <b>2023</b>				
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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 I 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		Design texts using a variety of text structures and features, according to purpose and audience.  Craft related ideas into coherent paragraphs that follow a logical structure using transitions.
	b. 5.T.SS.1.	
EXPECTATION	b. 5.T.SS.1.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.
EXPECTATION  STRAND/TOPIC  STANDARD /	b. 5.T.SS.1. d.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to
EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	b. 5.T.SS.1. d. III.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape
EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT	b. 5.T.SS.1. d. III.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.
EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	b. 5.T.SS.1. d. III. 3-5.T.T.2.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Discuss and evaluate techniques used to present and design expository texts, including multiple
EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	b. 5.T.SS.1. d. III. 3-5.T.T.2.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.
EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	b.  5.T.SS.1. d.  III.  3- 5.T.T.2.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  Expectations for Interpreting Texts; Reading   Listening   Viewing  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.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Techniques Students explain, analyze, and use various techniques to

EXPECTATION	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 I DESCRIPTION	IV.	BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
ELEMENT	3- 5.T.RA.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	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity - Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K- 12.P.EICC .1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K- 12.P.EICC .1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K- 12.P.EICC .1.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 I 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-	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to

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.			

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

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

#### Lesson 27: Unit 9 Formal Critique, p. 223-232

### **Georgia Standards of Excellence**

Language Arts				
Grade <b>5</b> - Adopted: <b>2023</b>				
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.	Craft related ideas into coherent paragraphs that follow a logical structure using transitions.

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.
ELEMENT	3- 5.T.T.1.	Narrative Techniques - Explain, analyze, and use narrative techniques to shape understandings.
ELEMENT/GLE		Expectations for 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	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K- 12.P.EICC .2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

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

ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
ELEMENT	K- 12.P.AC.1.	Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing
EXPECTATION	K- 12.P.AC.1 .a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		Practices (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.
		and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
	IV.  K- 12.P.CP.2.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
DESCRIPTION	K-	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.  Presentation - Use presentation skills to tailor communication to target audiences for

.a.

Integrate modes and genres most appropriate to purpose and audience.

12.P.CP.2 .b.

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## **Georgia Standards of Excellence**

## Language Arts

		Language Arts
		Grade <b>5</b> - Adopted: <b>2023</b>
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.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	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	3- 5.L.GC.2.	Syntax - Apply understandings of sentence structure to comprehend and compose varied sentences.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.

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	12.P.EICC	
	12.P.EICC .1.c. K- 12.P.EICC	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.
		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	12.P.EICC	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
	12.P.EICC	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	12.P.EICC .3.  K- 12.P.EICC	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.  Expectations for Interpreting Texts; Reading   Listening   Viewing
ELEMENT/GLE EXPECTATION	12.P.EICC .3.  K- 12.P.EICC .3.a.  K- 12.P.EICC	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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.  Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing
ELEMENT/GLE  EXPECTATION  EXPECTATION	12.P.EICC .3.  K- 12.P.EICC .3.a.  K- 12.P.EICC .3.c.  K- 12.P.EICC	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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.  Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.  Determine the meanings of unfamiliar words and concepts by applying knowledge of context and
ELEMENT/GLE  EXPECTATION  EXPECTATION	12.P.EICC .3.  K- 12.P.EICC .3.a.  K- 12.P.EICC .3.c.  K- 12.P.EICC	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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.  Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.  Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
ELEMENT/GLE  EXPECTATION  EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD /	12.P.EICC .3.a.  K- 12.P.EICC .3.c.  K- 12.P.EICC .3.c.	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.  Expectations for Interpreting Texts; Reading   Listening   Viewing  Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.  Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.  Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order

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.
STRAND/TOPIC  STANDARD / DESCRIPTION	II.	
STANDARD /	II. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and
STANDARD / DESCRIPTION  ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	K- 12.P.ST.1. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Use prior knowledge, formal or informal research, and discussions with others to identify the key
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.ST.1. K- 12.P.ST.1. a. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.ST.1. K- 12.P.ST.1. a. K- 12.P.ST.1. b.	BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.  Consider how context impacts the purposes of the author and the audience.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.ST.1. K- 12.P.ST.1. a. K- 12.P.ST.1. b.	BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.  Consider how context impacts the purposes of the author and the audience.  Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,

ELEMENT	K-	Author, Audience, & Purpose - Interpret and construct texts by developing and applying
	12.P.ST.2.	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.

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

## **Georgia Standards of Excellence**

STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	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.
		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 I DESCRIPTION	II.	BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	3-5.L.V.3.	Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
EXPECTATION	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.
EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K- 12.P.EICC .2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	1.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes - Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .4.a.	Establish a purpose and goals for writing and identify a target audience.

EXPECTATION	K- 12.P.EICC .4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K- 12.P.EICC .4.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.
STRAND/TOPIC  STANDARD / DESCRIPTION	III.	
STANDARD /	III. K- 12.P.AC.3.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE	K- 12.P.AC.3.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STANDARD / DESCRIPTION  ELEMENT  ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

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.
STRAND/TOPIC  STANDARD / DESCRIPTION	IV.	
ST ANDARD /	IV. K- 12.P.CP.2.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.  Presentation - Use presentation skills to tailor communication to target audiences for
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.  Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing

## Lesson 30: Unit 9 Formal Critique, p. 249-261

# **Georgia Standards of Excellence**

### **Language Arts**

Grade <b>5</b> - Adopted: <b>2023</b>				
STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.		
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
ELEMENT	3- 5.L.GC.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.		

indicate exact words and lines of dialogue.

Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to

ELEMENT/GLE

STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.	Students build vocabularies and determine word meanings as they relate to reading
	II. 3-5.L.V.1.	Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets
DESCRIPTION		Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and
DESCRIPTION		Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.
ELEMENT  ELEMENT/GLE	3-5.L.V.1.	Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Use grade-level general, academic, and specialized vocabulary words and phrases to enhance
ELEMENT/GLE  EXPECTATION	3-5.L.V.1.	Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.  Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading
ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC	<b>3-5.L.V.1.</b> 5.L.V.1.b.	Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.  Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets
ELEMENT  ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	3-5.L.V.1.b.	Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  General, Academic, & Specialized Vocabulary - Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.  Expectations for Constructing Texts; Writing   Speaking   Composing  Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.  Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.  BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.  Meaning & Purpose - Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety

STRAND/TOPIC		Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and 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.

Expectations for Interpreting Texts; Reading | Listening | Viewing

main ideas, facts, and key details used to support the main idea.

Discuss and evaluate techniques used to present and design expository texts, including multiple

ELEMENT/GLE

**EXPECTATION** 

5.T.T.2.a.

BELEMENT 3. Expository Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  ELEMENT 3. Expository Techniques - Explain, analyze, and use expository techniques to shape understandings.  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, quoissons), use precise language, and provide a concluding statement or section.  STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD   III.   BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  ELEMENT 3.   S.T.T.3.   Depinion Techniques - Explain, analyze, and use opinion techniques to shape understandings.  ELEMENTIGLE Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION   S.T.J.S.   Apply opinion techniques to create opinion pieces that introduce the opinio, 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 students will reinforce skills during 5th grade.  STRANDITOPIC 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.  EXPECTATION   S.T.RA.Z.   Expectations for Interpreting Texts; Reading   Listening   Viewing    EXPECTATION   S.T.RA.Z.   Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  ELEMENT   S.T.RA.Z.   Curating Sources & Evidence - Integrate evidence from print and	STRAND/TOPIC		Texts (T) - Students grow in their learning as they purposefully engage with texts.
ELEMENT/GLE  Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION  S.T.1.2.d. Apply expository techniques that clearly introduce a lopic, group paragraphs or sections to develop the opic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  STRANDITOPIC  Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD / DESCRIPTION  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  ELEMENT 3- Opinion Techniques - Explain, analyze, and use opinion techniques to shape understandings.  Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION 5.T.T.3.  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 inking words (e.g., occause, wherebre, piece, 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.  STRANDITOPIC  Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD / DESCRIPTION  Texts (T) - Students grow in their learning as they purposefully engage with texts.  ELEMENT 3- Currating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  EXPECTATION 5.T.R.A.2. Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced informations page number.  EXPECTATION 5.T.R.A.2. Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced informations page number.  ELEMENT 3- Currating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevanc		III.	
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.  STRANDITOPIC  Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD / DESCRIPTION  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  ELEMENT 3- Opinion Techniques - Explain, analyze, and use opinion techniques to shape underestandings.  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 enritore skills during 5th grade.  STRANDITOPIC  Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD / DESCRIPTION  Texts (T) - Students grow in their learning as they purposefully engage with texts.  ELEMENT 3- S.T.RA.2. Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  EXPECTATION 5.T.RA.2. Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.  STANDARD / DESCRIPTION  Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD / DESCRIPTION  Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD / DESCRIPTION  Texts (T) - Students grow in their learning as they purposefully engage in various conversations, activities, and projects a	ELEMENT	_	
develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.  Texts (T) - Students grow in their learning as they purposefully engage with texts.  STANDARD / DESCRIPTION  III. BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  ELEMENT 3- Qplinion Techniques - Explain, analyze, and use opinion techniques to shape  EXPECTATION 5.T.T.3. Understandings.  EXPECTATION 5.T.T.3. 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.  STRANDITOPIC 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- Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  EXPECTATION 5.TRA2. Refer to specific passages or quotations from a text to support an idea. answer, or opinion, recording the referenced information's page number.  STANDARD / DESCRIPTION	ELEMENT/GLE		Expectations for Constructing Texts; Writing   Speaking   Composing
STANDARD / DESCRIPTION  BIG IDEA: Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.  ELEMENT 3. Opinion Techniques - Explain, analyze, and use opinion techniques to shape understandings.  EXPECTATION 5.T.3. Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION 5.T.3. 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.  STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  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. Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.  STRANDITOPIC Texts (T) - Students grow in their learning as they purposefully engage with texts.  BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.  ELEMENT 3. Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing ore dibility and relevance and avoiding plagiarism.  ELEMENT/GLE Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION 5.T.RA.2. Use basic parenthetical citations to credit t	EXPECTATION	5.T.T.2.d.	develop the topic with facts and other information (e.g., definitions, concrete details, quotations),
ELEMENT   S.T.T.3.   Opinion Techniques - Explain, analyze, and use opinion techniques to shape understandings.	STRAND/TOPIC		Texts (T) - Students grow in their learning as they purposefully engage with texts.
ELEMENT/GLE  Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION  5.TT.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  ELEMENT  3. Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  EXPECTATION 5.T.RA.2. Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.  STANDARD / DESCRIPTION  IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they necessary to the state of the		III.	
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.  EXPECTATION 5.T.RA.2.  Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.  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 3- 5.T.RA.2.  Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION 5.T.RA.2.  Curating Sources & Evidence - Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.  Expectations for Constructing Texts; Writing   Speaking   Composing  EXPECTATION 5.T.RA.2.  Use basic parenthetical citations to credit the source used.	ELEMENT		
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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.
ST ANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention - Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating
EXPECTATION	K- 12.P.EICC .2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K- 12.P.EICC .2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

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

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading   Listening   Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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		Prostings (P) Students appears resitingly in face literacy prostings that ground above
		Practices (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.	
	II. K- 12.P.ST.2.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to
DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  Author, Audience, & Purpose - Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target
DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  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.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
DESCRIPTION  ELEMENT  ELEMENT/GLE	K- 12.P.ST.2. K- 12.P.ST.2.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  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.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Draw from knowledge of author, audience, and context to discern and establish a clear point of
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ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.ST.2. K- 12.P.ST.2. b.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  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.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  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.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance
ELEMENT/GLE  EXPECTATION  STRAND/TOPIC  STANDARD / DESCRIPTION	K- 12.P.ST.2. K- 12.P.ST.2. b.	and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.  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.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  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.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance the interpretation and construction of texts.  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,

STRAND/TOPIC		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 /	III.	BIG IDEA: Author's Craft (AC) - Students apply knowledge of author's craft to enhance
DESCRIPTION		the interpretation and construction of texts.
DESCRIPTION	K- 12.P.AC.3.	
	K-	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when
ELEMENT	K-	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing
ELEMENT/GLE	K- 12.P.AC.3.	the interpretation and construction of texts.  Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of
ELEMENT/GLE  EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included
ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.AC.3 a. K- 12.P.AC.3 b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and
ELEMENT/GLE  EXPECTATION  EXPECTATION	K- 12.P.AC.3 a. K- 12.P.AC.3 b.	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape,
ELEMENT/GLE  EXPECTATION  EXPECTATION  EXPECTATION  STRAND/TOPIC  STANDARD /	K- 12.P.AC.3 .a.  K- 12.P.AC.3 .b.  K- 12.P.AC.3	Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.  Expectations for Interpreting & Constructing Texts; Reading   Listening   Viewing   Writing   Speaking   Creating  Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.  Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.  Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.  Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.  BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as

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

STRAND/TOPIC

EXPECTATION	K- 12.P.CP.1 .a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
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.

.b.