Main Criteria: Investigations in Writing

Secondary Criteria: Georgia Standards of Excellence

Subject: Language Arts

Grade: 6

Investigations in Writing

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

Georgia Standards of Excellence

		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD I DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing

EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.			
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.			
STANDARD / DESCRIPTION	1.	BIG IDEA: Context (C) Students recognize influences on texts and analyze how the shape meaning.			
ELEMENT	6- 8.T.C.2.	Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.			
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing			
EXPECTATION	6.T.C.2.c.	Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.			
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.			
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.			
ELEMENT	6- 8.T.T.1.	Narrative Techniques – Analyze and apply narrative techniques.			
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing			
EXPECTATION	6.T.T.1.d.	Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.			
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.			
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.			
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.			
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing			
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.			
EXPECTATION	6.T.T.2.b.	Compare and contrast one author's presentation of events with that of another on the same historical event or topic.			
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STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.			
STRAND/TOPIC STANDARD / DESCRIPTION	III.				
STANDARD /	III. 6- 8.T.T.2.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to			
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STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6- 8.T.T.2.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance			
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6- 8.T.T.2.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.			

ELEMENT	6- 8.T.T.3.	Argumentative Techniques – Analyze and apply argumentative techniques.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating	
EXPECTATION	6.T.T.3.c.	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.	
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.	
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	
ELEMENT	6- 8.T.PM.1.	Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing	
EXPECTATION	6.T.PM.1. a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.	
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.	
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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	Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between,
ELEMENT/GLE	.2.	and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
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EXPECTATION	K- 12.P.EICC .2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K- 12.P.EICC .2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.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.

STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.		
EXPECTATION	K- 12.P.CP.2 .c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.		

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Georgia Standards of Excellence

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STANDARD / DESCRIPTION	1.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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.
STRAND/TOPIC STANDARD / DESCRIPTION	II.	English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading
STANDARD /	II. 6-8.L.V.1.	English. Students 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis
ST ANDARD / DESCRIPTION		English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate
STANDARD / DESCRIPTION		English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ST ANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6-8.L.V.1.	English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6-8.L.V.1.	English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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
ST ANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC	6- 8.L.V.1.b.	English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis

EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.	
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.	
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.	
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating	
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.	
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.	
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.	
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.	
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.	
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.	
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing	
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.	
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.	
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.	
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating	
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.	
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.	
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.	
ELEMENT	6- 8.T.T.3.	Argumentative Techniques – Analyze and apply argumentative techniques.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating	
EXPECTATION	6.T.T.3.c.	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.	

STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.		
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.	
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.	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.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 (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 I DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.				
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.				
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating				
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.				
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.				
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.
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STANDARD /	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
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	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 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 Writing Speaking Creating

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Georgia Standards of Excellence

Language Arts

Grade 6 - Adopted: 2023

STRAND/TOPIC

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STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
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 (T) Students analyze and apply various techniques to comprehend and shape meaning.
STANDARD /	6- 8.T.T.2.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to
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STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6- 8.T.T.2.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
ST ANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC ST ANDARD /	6- 8.T.T.2. 6.T.T.2.c.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6- 8.T.T.2. 6.T.T.2.c.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ST ANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/T OPIC ST ANDARD / DESCRIPTION ELEMENT	6- 8.T.T.2. 6.T.T.2.c.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Argumentative Techniques – Analyze and apply argumentative techniques.
ST ANDARD / DESCRIPTION ELEMENT / ELEMENT / GLE EXPECTATION ST RAND/T OPIC ST ANDARD / DESCRIPTION ELEMENT / ELEMENT	6- 8.T.T.2. 6.T.T.2.c.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Argumentative Techniques – Analyze and apply argumentative techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified

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.

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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	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 (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.
ST ANDARD /		
DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
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DESCRIPTION	K-	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
ELEMENT/GLE	K- 12.P.ST.2. K- 12.P.ST.2.	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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts
ELEMENT/GLE EXPECTATION	K- 12.P.ST.2. K- 12.P.ST.2.	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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.ST.2. K- 12.P.ST.2. a.	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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.ST.2. K- 12.P.ST.2. a.	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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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,
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	K- 12.P.ST.2. K- 12.P.ST.2. a.	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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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.

STRAND/TOPIC

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

STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.
EXPECTATION	K- 12.P.CP.2 .c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.	

ELEMENT/GLE

Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.

STRAND/TOPIC

STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

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

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.

ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.AC.3 .a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K- 12.P.AC.3 .b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K- 12.P.AC.3 .c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
ELEMENT	K- 12.P.CP.1.	Collaboration – Collaborate with others to accomplish shared goals and projects.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.CP.1 .a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K- 12.P.CP.1 .b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

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

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Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.	
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing	
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.	
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.	
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing	

EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or 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 (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.1.	Narrative Techniques – Analyze and apply narrative techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.3.	Argumentative Techniques – Analyze and apply argumentative techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating

EXPECTATION	6.T.T.3.c.	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT	6- 8.T.PM.1.	Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.PM.1. a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1. b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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	Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between,
ELEMENT/GLE	.2.	and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
LLLMLIATIOLL		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.

STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.
EXPECTATION	K- 12.P.CP.2 .c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

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Georgia Standards of Excellence

STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	l.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC

8.T.T.2.

STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.1.	Narrative Techniques – Analyze and apply narrative techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6-	Expository Techniques – Analyze and apply expository techniques.

ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
	V. 6- 8.T.PM.1.	
DESCRIPTION	6-	themes, genres, and verbal styles of literature from a particular time period. Periods & Movements – Demonstrate knowledge of dominant themes, genres, and
DESCRIPTION	6-	themes, genres, and verbal styles of literature from a particular time period. Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE	6- 8.T.PM.1.	themes, genres, and verbal styles of literature from a particular time period. Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. Expectations for Interpreting Texts; Reading Listening Viewing Read and comprehend myths and stories (fictional or historical) that modern writers have adapted
ELEMENT/GLE EXPECTATION	6- 8.T.PM.1. 6.T.PM.1. a.	themes, genres, and verbal styles of literature from a particular time period. Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. Expectations for Interpreting Texts; Reading Listening Viewing Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
ELEMENT /GLE EXPECTATION EXPECTATION	6- 8.T.PM.1. 6.T.PM.1. a.	themes, genres, and verbal styles of literature from a particular time period. Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. Expectations for Interpreting Texts; Reading Listening Viewing Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works. Read and comprehend one genre of literature from a particular time period. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
ELEMENT ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	6- 8.T.PM.1. 6.T.PM.1. a. 6.T.PM.1. b.	themes, genres, and verbal styles of literature from a particular time period. Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. Expectations for Interpreting Texts; Reading Listening Viewing Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works. Read and comprehend one genre of literature from a particular time period. 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 ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6-8.T.PM.1. 6.T.PM.1. a. 6.T.PM.1. b.	themes, genres, and verbal styles of literature from a particular time period. Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. Expectations for Interpreting Texts; Reading Listening Viewing Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works. Read and comprehend one genre of literature from a particular time period. 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	1.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .2.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.	
STANDARD /	I. K- 12.P.EICC .3.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order

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.

ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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
ELEMENT/GLE EXPECTATION	K- 12.P.AC.1 .a.	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.
	12.P.AC.1	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
EXPECTATION	12.P.AC.1	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,
EXPECTATION STRAND/TOPIC STANDARD /	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. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and

EXPECTATION	K- 12.P.AC.2 .a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K- 12.P.AC.2 .b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K- 12.P.AC.2 .c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K- 12.P.AC.2 .d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) Students 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.

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

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

STRAND/TOPIC

12.P.CP.2 .b.

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		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.1.	Narrative Techniques – Analyze and apply narrative techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT	6- 8.T.PM.1.	Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.PM.1. a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1. b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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 (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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	
	K- 12.P.AC.2 .b. K- 12.P.AC.2	the target audience and achieve a specific purpose. Make decisions about sentence structure and syntax in order to accommodate and influence the
EXPECTATION	K- 12.P.AC.2 .b. K- 12.P.AC.2 .c.	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
EXPECTATION	K- 12.P.AC.2 .b. K- 12.P.AC.2 .c.	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. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. K- 12.P.AC.2	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. K- 12.P.AC.2	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Text Design – Consider the impact of text design on audience and purpose when

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

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STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC

8.T.T.2.

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

STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.1.	Narrative Techniques – Analyze and apply narrative techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.

ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT	6- 8.T.PM.1.	Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.PM.1. a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1. b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

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

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- 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.

ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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
ELEMENT/GLE EXPECTATION	K- 12.P.AC.1 .a.	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.
	12.P.AC.1	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
EXPECTATION	12.P.AC.1	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,
EXPECTATION STRAND/TOPIC STANDARD /	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. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and

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

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

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Integrate modes and genres most appropriate to purpose and audience.

EXPECTATION

K-12.P.CP.2 .b.

Georgia Standards of Excellence

		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD I DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE	6-8.L.V.3.	phrases and strategically apply those understandings when interpreting and
	6-8.L.V.3. 6- 8.L.V.3.b.	phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE	6-	phrases and strategically apply those understandings when interpreting and constructing texts. Expectations for Interpreting Texts; Reading Listening Viewing Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or
ELEMENT/GLE EXPECTATION	6-	phrases and strategically apply those understandings when interpreting and constructing texts. Expectations for Interpreting Texts; Reading Listening Viewing Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	6- 8.L.V.3.b.	phrases and strategically apply those understandings when interpreting and constructing texts. Expectations for Interpreting Texts; Reading Listening Viewing Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6- 8.L.V.3.b.	phrases and strategically apply those understandings when interpreting and constructing texts. Expectations for Interpreting Texts; Reading Listening Viewing Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	6- 8.L.V.3.b.	phrases and strategically apply those understandings when interpreting and constructing texts. Expectations for Interpreting Texts; Reading Listening Viewing Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information. Organization - Analyze and use organizational structures to craft meaning.

EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6-	Poetic Techniques – Analyze and apply poetic techniques.
	8.T.T.4.	
ELEMENT/GLE	8.T.T.4.	Expectations for Interpreting Texts; Reading Listening Viewing
ELEMENT/GLE EXPECTATION	6.T.T.4.a.	Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
		Recognize and describe poetic techniques used to present and design content, including stanzas,
EXPECTATION		Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
EXPECTATION STRAND/TOPIC STANDARD /	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques.
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6.T.T.4.a. III. 6- 8.T.T.4.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6.T.T.4.a. III. 6- 8.T.T.4.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques - Analyze and apply poetic techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. Practices (P) - Students engage routinely in four literacy practices that ground, shape,
EXPECTATION STRAND/T OPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/T OPIC	6.T.T.4.a. III. 6- 8.T.T.4.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order

ELEMENT/GLE		Expectations for 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		and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

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

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 context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.AC.3 .a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K- 12.P.AC.3 .b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K- 12.P.AC.3 .c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
ELEMENT	K- 12.P.CP.1.	Collaboration – Collaborate with others to accomplish shared goals and projects.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.CP.1 .a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

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

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Georgia Standards of Excellence

		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing

EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD I DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating

EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.

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

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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	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	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE	12.P.EICC	
	12.P.EICC	flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE	12.P.EICC .4.	flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. Expectations for Constructing Texts; Writing Speaking Creating
ELEMENT/GLE EXPECTATION	K- 12.P.EICC .4.a. K- 12.P.EICC	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. Plan how to organize the text by selecting modes, genres, and structures that will achieve the
ELEMENT/GLE EXPECTATION EXPECTATION	12.P.EICC .4. K- 12.P.EICC .4.a. K- 12.P.EICC .4.b.	Expectations for Constructing Texts; Writing Speaking Creating Establish a purpose and goals for writing and identify a target audience. Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. Link ideas and information to the organization plan, highlighting ideas and information that are most

EXPECTATION	K- 12.P.EICC .4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K- 12.P.EICC .4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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.
		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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.
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STANDARD /	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
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Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

Georgia Standards of Excellence

		Grade 6 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).

STRAND/TOPIC

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

they interpret and construct texts. Syntax - Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarify, style, and meaning. EXPECTATION 6.L.GC.2. Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement. STRANDITOPIC Language (1) - Students learn and apply the structures and conventions of standard English. Students build vocabularies and determine world meanings as they relate to reading and writing. STANDARD / DESCRIPTION II. BIG IDEA: Vocabulary (1) Students engage in a wide range of written and spoken activities during which they spoand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academic, & Specialized Vocabulary — Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. EXPECTATION 6- Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. STRANDITOPIC Language (I.) - Students learn and apply the structures and conventions of standard English. Students build vocabulary and analyze how grammar works in reading and writing. STANDARD / DESCRIPTION 1. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine word meanings as they relate to reading and writing. STANDARD / DESCRIPTION 6- BLEE Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6- BLEE Vocabulary (V) Stud	STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as
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phrases and strategically apply those understandings when interpreting and constructing texts.	DESCRIPTION ELEMENT ELEMENT/GLE	6-8.L.V.1.	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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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/GLE Expectations for Interpreting Texts; Reading Listening Viewing	ELEMENT/GLE EXPECTATION	6-8.L.V.1.b.	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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis
	ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	6-8.L.V.1.b.	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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken 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 – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and

EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.

 $\label{texts} \textbf{Texts (T) - Students grow in their learning as they purposefully engage with texts.}$

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.
ST ANDARD I DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .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 (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating

EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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 I DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 I DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating

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

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Georgia Standards of Excellence

		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.

ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
		DIC IDEA. Tasknings (T) Students and anniversity tasknings to
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
	6- 8.T.T.2.	

EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.

STANDARD / DESCRIPTION I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts a variety of tasks and purposes and engaging in reading and writing processes in ord to deepen comprehension and strengthen composition. ELEMENT K. 12.P.EICC 2. Engagement & Intention – Engage in written or spoken dialogue as author and audien 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. 2.b. Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. EXPECTATION K. 2.p.EICC 2.c. EXPECTATION K. 2.p.EICC 2.c. Interpret and construct texts to aid the analysis and evaluation of texts and ideas. EXPECTATION K. 2.p.EICC 2.d. STRANDITOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shap and inform the expectations of the Foundations, Language, and Texts domains. STANDARD / DESCRIPTION I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts:	EXPECTATION	K- 12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
develop personal and academic identities as readers and writers, approaching texts: a variety of tasks and purposes and engaging in reading and writing processes in ord to deepen comprehension and strengthen composition. ELEMENT K- 12.P.EICC .2. EIngagement & Intention – Engage in written or spoken dialogue as author and audien for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. 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. EXPECTATION K- 12.P.EICC .2.c. 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, shap and inform the expectations of the Foundations, Language, and Texts domains. STANDARD / DESCRIPTION I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers, approaching texts a a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers, approaching texts a a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers approaching texts is a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers approaching texts is a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers approaching texts is a variety of tasks and purposes and engaging in reading and writing processes in ord in the process.	STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
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12.P.EICC 2.d. STRAND/TOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shap and inform the expectations of the Foundations, Language, and Texts domains. STANDARD / DESCRIPTION I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts a variety of tasks and purposes and engaging in reading and writing processes in ord	EXPECTATION	12.P.EICC	Explain and learn concepts and processes by interpreting and constructing texts.
STANDARD / DESCRIPTION BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts a variety of tasks and purposes and engaging in reading and writing processes in ord	EXPECTATION	12.P.EICC	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
DESCRIPTION develop personal and academic identities as readers and writers, approaching texts a variety of tasks and purposes and engaging in reading and writing processes in ord	STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
		I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT K- 12.P.EICC and after reading as part of the meaning-making process. 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	12.P.EICC	tasks and purposes, accessing and using strategies for comprehension before, during,
ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing	ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION K- Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. 12.P.EICC .3.a.	EXPECTATION	12.P.EICC	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION K- 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. 3.c.	EXPECTATION	12.P.EICC	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION K- Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. 3.g.	EXPECTATION	12.P.EICC	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, shap and inform the expectations of the Foundations, Language, and Texts domains.	STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
DESCRIPTION develop personal and academic identities as readers and writers, approaching texts		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.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 (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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		
31 KAND/1 OFIC		Practices (P) – 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.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Writing like a Reader – Construct texts with the audience's experience in mind, basing
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.AC.2. K- 12.P.AC.2 .a.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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

STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.

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Georgia Standards of Excellence

		Language Arts
		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.3.	Argumentative Techniques – Analyze and apply argumentative techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.3.c.	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.AC.2 .a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K- 12.P.AC.2 .c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
ELEMENT	K- 12.P.CP.1.	Collaboration – Collaborate with others to accomplish shared goals and projects.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.CP.1 .a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K- 12.P.CP.1 .b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K- 12.P.CP.1 .d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
ELEMENT	K- 12.P.CP.2.	Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating

EXPECTATION	K- 12.P.CP.2 .a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K- 12.P.CP.2 .c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
EXPECTATION	K- 12.P.CP.2 .d.	Engage in dialogue with audiences by asking and answering questions.

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Georgia Standards of Excellence

		Language Arts
		Grade 6 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
	6- 8.T.T.2.	
DESCRIPTION	6-	comprehend and shape meaning.
DESCRIPTION	6-	comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques.
DESCRIPTION ELEMENT ELEMENT/GLE	6- 8.T.T.2.	comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance
ELEMENT/GLE EXPECTATION	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	6- 8.T.T.2. 6.T.T.2.c.	Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
ELEMENT / ELEMENT / ELEMENT / ELEMENT / GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6- 8.T.T.2. 6.T.T.2.c.	Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	6- 8.T.T.2. 6.T.T.2.c.	Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6- 8.T.T.2.c. 6.T.T.2.c.	Expository Techniques - Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) - Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques - Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas,
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6- 8.T.T.2.c. 6.T.T.2.c.	comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / OTHER OF THE PROPERTY OF THE PROPE	6- 8.T.T.2.c. 6.T.T.2.c. III. 6- 8.T.T.4.	comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to

EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.

STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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 (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.

ST				

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

STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.AC.3 .a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

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

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Georgia Standards of Excellence

Language Arts

Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		
		precisely in a variety of settings.
STRAND/TOPIC STANDARD /	8.L.V.1.b.	precisely in a variety of settings. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures
STRAND/TOPIC STANDARD / DESCRIPTION	8.L.V.1.b.	precisely in a variety of settings. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	8.L.V.1.b.	precisely in a variety of settings. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information. Organization – Analyze and use organizational structures to craft meaning.
STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	8.L.V.1.b. 11. 6- 8.T.SS.1.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information. Organization – Analyze and use organizational structures to craft meaning. Expectations for Constructing Texts; Writing Speaking Creating Design texts, flexibly employing a variety of text structures and text features to convey information

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.	
	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.	develop personal and 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	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. Writing Processes – Compose a range of texts for a variety of purposes and audiences,
	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. 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	K- 12.P.EICC .4.	develop personal and academic identities as readers and writers, 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
ELEMENT/GLE EXPECTATION	K- 12.P.EICC .4. K- 12.P.EICC .4.a. 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. 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.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 (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	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.AC.3 .a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K- 12.P.AC.3 .b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
ELEMENT	K- 12.P.CP.1.	Collaboration – Collaborate with others to accomplish shared goals and projects.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.CP.1 .a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K- 12.P.CP.1 .b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K- 12.P.CP.1 .d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

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

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

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Georgia Standards of Excellence

		Grade 6 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing

EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	I.	BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.
ELEMENT	6- 8.T.C.2.	Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.1.	Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.1. c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K- 12.P.EICC .1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K- 12.P.EICC .1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K- 12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.

EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K- 12.P.EICC .2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	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.
EXPECTATION	K- 12.P.EICC .4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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 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.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.
STRAND/TOPIC STANDARD / DESCRIPTION	III.	
STANDARD /	III. K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Writing like a Reader – Construct texts with the audience's experience in mind, basing
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.AC.2 .a. K- 12.P.AC.2	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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. Make decisions about sentence structure and syntax in order to accommodate and influence the
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.AC.2 .a. K- 12.P.AC.2	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific 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.2 .a. K- 12.P.AC.2 .c.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and

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.

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Grade 6 - Adopted: 2023			
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.	
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.	
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.	
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).	
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.	

EXPECTATION BLGC2. Build and enrich ideas and information in texts, using modifiers when incorporating details and desceptions to convey meaning and facilistic engagement. Language (L) — Students Islam and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. STANDARD / DESCRIPTION II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build work analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. Ceneral, Academic, & Specialized Vocabulary — Use a real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate expectations for interpreting Texts; Reading Listening Viewing EXPECTATION 6- 8LV1.a. STRAND/TOPIC Language (L) — Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabulary are and analyze how grammar works in reading and writing. Students build vocabulary (V) Students engage in a wide range of written and spoken advised to the students observe and analyze how grammar works in reading and writing. Students build vocabulary (V) Students engage in a wide range of written and spoken advised to the students observe and 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: Wocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. Be grade-level general, academic, and disciplinary vocabulary to communicate effectively. EXPECTATION 6- Language (L) — Students learn and apply the	ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
English. Students observe and analyze how grammar works in reading and writing. STANDARD / DESCRIPTION II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academie, & Specialized Vocabulary - Dee a variety of approaches to continuously build wocabularies are range of real-life, academic, and disciplinary octated and apply those understandings to analyze texts and to communicate effectively. EXPECTATION 6- Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/for multimodal texts or content. STRAND/TOPIC Language (L) - Students learn and apply the structures and conventions of standard English. Students build vocabularies and determine word meanings as they relate to reading and writing. STANDARD / DESCRIPTION BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or larify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academic, & Specialized Vocabulary - Use a variety of approaches to continuously build vocabularies are rose a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. EXPECTATION 6-BLY1b. Students learn and apply the structures and conventions of standard English. Students build vocabularies and deepen their vocabularies and writing. STANDARD / BLY grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. STANDARD / BLY grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. STANDARD / BLY Grade Students learn and apply the structures	EXPECTATION		
activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academic, & Specialized Vocabulary — Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary effectively. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 6-8.L.V.1. Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal lexis or content. STRAND/TOPIC Language (I) — Students learn and apply the structures and conventions of standard English, Students observe and analyze how grammar works in reading and writing. STANDARD / DESCRIPTION STANDARD / BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their wocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academic, & Specialized Vocabulary — Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and phrases in continuously build vocabulary across a range of real-life, academic, and precisely in a variety of approaches to continuously build vocabulary across a range of real-life, academic, and precisely in a variety of septonaches to continuously build vocabulary across a range of real-life, academic, and precisely in a variety of settings. EXPECTATION 6- Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 6- BLV1D. STANDARD / DESGRIPTION 8- Language (L) — Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Analyze in a variety of settings and writing and wr	STRAND/TOPIC		English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading
continuously build vocabulary across a range of real-life, academic, and disciplinary offectively. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 6- 81.V.1.a. Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal lexis or conient. STRANDITOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. STANDARD / DESCRIPTION SIGNIFICATION 6- 8-L.V.1. General, Academic, & Specialized Vocabulary - Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary orleasts and play apply those understandings to analyze texts and to communicate elearly and precisely in a variety of settings. ELEMENT 6-8-L.V.1. General, Academic, & Specialized Vocabulary - Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary orleasts and apply those understandings to analyze texts and to communicate elearly and precisely in a variety of settings. EXPECTATION 6- 8-LV.1. Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. STRANDITOPIC Language (L) - Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students observe and analyze how grammar works in reading and writing. Students observe and analyze how grammar works in reading and writing. Students observe and analyze how grammar works in reading and writing. Students observe and analyze how grammar works in reading and writing. Students observe and analyze how grammar works in reading and writing. Students observe and analyze how grammar works in reading and writing. STANDARO / DESCRIPTION G		II.	activities during which they expand and deepen their vocabularies, build word analysis
EXPECTATION 6. Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. STRAND/TOPIC Language (L.) – Students learn and apply the structures and conventions of standard English. Students build vocabularies and determine word meanings as they relate to reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. STANDARD / DESCRIPTION II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. EXPECTATION 6- Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of setings. STRAND/TOPIC Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. STANDARD / DESCRIPTION BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.3. Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts. EXPECTATION 6- Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distingu	ELEMENT	6-8.L.V.1.	continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate
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ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.1.	Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.1. c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/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 AND ARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
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 (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.

EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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.
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STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
	III. K- 12.P.AC.2.	BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
DESCRIPTION	K-	BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Writing like a Reader – Construct texts with the audience's experience in mind, basing
DESCRIPTION	K-	BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose.
ELEMENT/GLE	K- 12.P.AC.2.	BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to

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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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		Collaboration – Collaborate with others to accomplish shared goals and projects. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
ELEMENT/GLE	K- 12.P.CP.1	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Arrive to group discussions and collaborative meetings prepared to be an active participant in the
ELEMENT/GLE EXPECTATION	K- 12.P.CP.1 .a. K- 12.P.CP.1	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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
ELEMENT/GLE EXPECTATION EXPECTATION	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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
ELEMENT/GLE EXPECTATION EXPECTATION	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape,
ELEMENT/GLE EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b. K- 12.P.CP.1	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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
ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 .d.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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

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 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.

ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	1.	BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.
ELEMENT	6- 8.T.C.2.	Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.C.2.c.	Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	1.	BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.
ELEMENT	6- 8.T.C.2.	Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
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 (T) Students analyze and apply various techniques to comprehend and shape meaning.
STANDARD /	6- 8.T.T.1.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to
STANDARD / DESCRIPTION	6-	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
STANDARD / DESCRIPTION ELEMENT	6-	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6- 8.T.T.1.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Compare and contrast literary texts in different modes and genres (e.g., historical novels and
ST ANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6- 8.T.T.1.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.
ST ANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	6- 8.T.T.1. 6.T.T.1.d.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6- 8.T.T.1. 6.T.T.1.d.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	6- 8.T.T.1. 6.T.T.1.d.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques.

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

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.1.	Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.RA.1. a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	6.T.RA.1. b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.1.	Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.1. c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.2.	Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.RA.2. a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT	6- 8.T.PM.1.	Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing

EXPECTATION	6.T.PM.1. a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K- 12.P.EICC .1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K- 12.P.EICC .1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K- 12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K- 12.P.EICC .2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K- 12.P.EICC .2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .3.	Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	K- 12.P.EICC .3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K- 12.P.EICC .3.b.	Scan and skim the text, making note of structures and sections that might be most useful.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K- 12.P.EICC .4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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 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.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.
STRAND/TOPIC STANDARD / DESCRIPTION	III.	
STANDARD /	III. K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Writing like a Reader – Construct texts with the audience's experience in mind, basing
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.AC.2 .a. K- 12.P.AC.2	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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. Make decisions about sentence structure and syntax in order to accommodate and influence the
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.AC.2 .a. K- 12.P.AC.2	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific 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.2 .a. K- 12.P.AC.2 .c.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and

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.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

Georgia Standards of Excellence

Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.	
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.	
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).	
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.	

EXPECTATION BLGC2. Build and enrich ideas and information in texts, using modifiers when incorporating details and desceptions to convey meaning and facilistic engagement. Language (L) — Students Islam and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. STANDARD / DESCRIPTION II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build work analysis skillsets (morphology), and determine or clarify the meanings of roads and phrases. ELEMENT 6-8.L.V.1. Ceneral, Academic, & Specialized Vocabulary — Use a real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate expectations for interpreting Texts; Reading Listening Viewing EXPECTATION 6- 8LV1.a. STRAND/TOPIC Language (L) — Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabulary are and analyze how grammar works in reading and writing. STANDARD / DESCRIPTION 1. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. Students 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of	ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
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activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academic, & Specialized Vocabulary — Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary effectively. ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing EXPECTATION 6-8.L.V.1. Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal lexis or content. STRAND/TOPIC Language (I) — Students learn and apply the structures and conventions of standard English, Students observe and analyze how grammar works in reading and writing. STANDARD / DESCRIPTION STANDARD / BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their wocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. ELEMENT 6-8.L.V.1. General, Academic, & Specialized Vocabulary — Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and phrases in continuously build vocabulary across a range of real-life, academic, and precisely in a variety of approaches to continuously build vocabulary across a range of real-life, academic, and precisely in a variety of septonaches to continuously build vocabulary across a range of real-life, academic, and precisely in a variety of settings. EXPECTATION 6- Expectations for Constructing Texts; Writing Speaking Creating EXPECTATION 6- BLV1D. STANDARD / DESGRIPTION 8- Language (L) — Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Analyze in a variety of settings and writing and wr	STRAND/TOPIC		English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading
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DESCRIPTION shape meaning. ELEMENT 6- Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence	STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
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	ELEMENT		

ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.1.	Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.1. c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/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 AND ARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.

STANDARD / DESCRIPTION I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts a variety of tasks and purposes and engaging in reading and writing processes in ord to deepen comprehension and strengthen composition. ELEMENT K. 12.P.EICC 2. Engagement & Intention – Engage in written or spoken dialogue as author and audien 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. 2.b. Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. EXPECTATION K. 2.p.EICC 2.c. EXPECTATION K. 2.p.EICC 2.c. Interpret and construct texts to aid the analysis and evaluation of texts and ideas. EXPECTATION K. 2.p.EICC 2.d. STRANDITOPIC Practices (P) – Students engage routinely in four literacy practices that ground, shap and inform the expectations of the Foundations, Language, and Texts domains. STANDARD / DESCRIPTION I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts:	EXPECTATION	K- 12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
develop personal and academic identities as readers and writers, approaching texts: a variety of tasks and purposes and engaging in reading and writing processes in ord to deepen comprehension and strengthen composition. ELEMENT K- 12.P.EICC .2. EIngagement & Intention – Engage in written or spoken dialogue as author and audien for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. 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. EXPECTATION K- 12.P.EICC .2.c. 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, shap and inform the expectations of the Foundations, Language, and Texts domains. STANDARD / DESCRIPTION I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers, approaching texts a a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers, approaching texts a a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers approaching texts is a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers approaching texts is a variety of tasks and purposes and engaging in reading and writing processes in ord to develop personal and academic identities as readers and writers approaching texts is a variety of tasks and purposes and engaging in reading and writing processes in ord in the process.	STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
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STANDARD / DESCRIPTION BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts a variety of tasks and purposes and engaging in reading and writing processes in ord	EXPECTATION	12.P.EICC	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
DESCRIPTION develop personal and academic identities as readers and writers, approaching texts a variety of tasks and purposes and engaging in reading and writing processes in ord	STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
		I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT K- 12.P.EICC and after reading as part of the meaning-making process. Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during an after reading as part of the meaning-making process.	ELEMENT	12.P.EICC	tasks and purposes, accessing and using strategies for comprehension before, during,
ELEMENT/GLE Expectations for Interpreting Texts; Reading Listening Viewing	ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION K- Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. 12.P.EICC .3.a.	EXPECTATION	12.P.EICC	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION K- 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. 3.c.	EXPECTATION	12.P.EICC	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION K- Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. 3.g.	EXPECTATION	12.P.EICC	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, shap and inform the expectations of the Foundations, Language, and Texts domains.	STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
DESCRIPTION develop personal and academic identities as readers and writers, approaching texts		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 (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.

EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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.	
	III. K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Writing like a Reader – Construct texts with the audience's experience in mind, basing
DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose.
ELEMENT/GLE	K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to

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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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		Collaboration – Collaborate with others to accomplish shared goals and projects. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
ELEMENT/GLE	K- 12.P.CP.1	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Arrive to group discussions and collaborative meetings prepared to be an active participant in the
ELEMENT/GLE EXPECTATION	K- 12.P.CP.1 .a. K- 12.P.CP.1	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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
ELEMENT/GLE EXPECTATION EXPECTATION	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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
ELEMENT/GLE EXPECTATION EXPECTATION	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. Practices (P) - Students engage routinely in four literacy practices that ground, shape,
ELEMENT/GLE EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b. K- 12.P.CP.1	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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
ELEMENT/GLE EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.CP.1 .a. K- 12.P.CP.1 .b. K- 12.P.CP.1 .d.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating 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

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 20: Unit 7 Inventive Writing, p. 173-180

Georgia Standards of Excellence

Language Arts		
		Grade 6 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.

ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.

ST RAND/TOPIC		and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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

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

STRAND/TOPIC

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 (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	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.AC.3 .a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K- 12.P.AC.3 .b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K- 12.P.AC.3 .c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

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

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Georgia Standards of Excellence

		Grade 6 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.

ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.

ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K- 12.P.EICC .1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K- 12.P.EICC .1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.

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

EXPECTATION	K- 12.P.EICC .4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K- 12.P.EICC .4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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.
STRAND/TOPIC STANDARD / DESCRIPTION	II.	
STANDARD /	II. K- 12.P.ST.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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
STANDARD / 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 (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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	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 (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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. 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.2. K- 12.P.ST.2. a.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.ST.2. K- 12.P.ST.2. a.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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 Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Writing like a Reader – Construct texts with the audience's experience in mind, basing

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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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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 $\label{eq:practices} \mbox{Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.}$

STANDARD / DESCRIPTION	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.
EXPECTATION	K- 12.P.CP.2 .d.	Engage in dialogue with audiences by asking and answering questions.

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Georgia Standards of Excellence

		Grade 6 - Adopted: 2023
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing

EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing

EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K- 12.P.EICC .1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K- 12.P.EICC .1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K- 12.P.EICC .1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K- 12.P.EICC .1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .2.	Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

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

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

STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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
		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
	6- 8.T.T.4.	
DESCRIPTION	6-	comprehend and shape meaning.
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ELEMENT/GLE	6- 8.T.T.4.	comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas,
ELEMENT/GLE EXPECTATION	6- 8.T.T.4.	Comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	6- 8.T.T.4. 6.T.T.4.a.	comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
ELEMENT / ELEMENT / GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6- 8.T.T.4. 6.T.T.4.a.	Comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	6- 8.T.T.4. 6.T.T.4.a.	Comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6- 8.T.T.4. 6.T.T.4.a.	comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Poetic Techniques – Analyze and apply poetic techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound

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.
	K- 12.P.EICC .2.	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
DESCRIPTION	K- 12.P.EICC	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between,
DESCRIPTION	K- 12.P.EICC	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
ELEMENT/GLE	K- 12.P.EICC .2.	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
ELEMENT/GLE EXPECTATION	K- 12.P.EICC .2. K- 12.P.EICC .2.c.	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts.
ELEMENT/GLE EXPECTATION	K- 12.P.EICC .2. K- 12.P.EICC .2.c.	develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Explain and learn concepts and processes by interpreting and constructing texts. Interpret and construct texts to aid the analysis and evaluation of texts and ideas. Practices (P) – Students engage routinely in four literacy practices that ground, shape,
ELEMENT / ELEMENT / ELEMENT / ELEMENT / EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.EICC .2. K- 12.P.EICC .2.c. 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 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, 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	11.	
STANDARD /	II. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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 (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 (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.ST.1. K- 12.P.ST.1. b.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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. K- 12.P.ST.1. b.	BIG IDEA: Situating Texts (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 (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: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the

ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.

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

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

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Georgia Standards of Excellence

Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.		

ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD I DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD I DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

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ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6-	Expository Techniques – Analyze and apply expository techniques.
	8.T.T.2.	
ELEMENT/GLE	_	Expectations for Interpreting Texts; Reading Listening Viewing
ELEMENT/GLE EXPECTATION	_	Expectations for Interpreting Texts; Reading Listening Viewing Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
	8.T.T.2.	Recognize and describe expository techniques used to present and design content, including
EXPECTATION	8.T.T.2.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
EXPECTATION STRAND/TOPIC STANDARD /	8.T.T.2. 6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	8.T.T.2. 6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT	8.T.T.2. 6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques.
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	8.T.T.2. 6.T.T.2.a. III. 6- 8.T.T.2.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	8.T.T.2. 6.T.T.2.a. III. 6- 8.T.T.2.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	8.T.T.2. 6.T.T.2.a. III. 6- 8.T.T.2.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	8.T.T.2. 6.T.T.2.a. III. 6- 8.T.T.2.c.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Expository Techniques – Analyze and apply expository techniques. Expectations for Constructing Texts; Writing Speaking Creating Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.

EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.b.	Scan and skim the text, making note of structures and sections that might be most useful.
EXPECTATION	K- 12.P.EICC .3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K- 12.P.EICC .3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	l.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating

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 (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,

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

STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.
ELEMENT/GLE		Writing like a Reader – Construct texts with the audience's experience in mind, basing
		Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.
ELEMENT/GLE	K- 12.P.AC.2	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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	K- 12.P.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.

Engage in dialogue with audiences by asking and answering questions.

12.P.CP.2 .d.

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

Georgia Standards of Excellence

Language Arts		
		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD I DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	I.	BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.
ELEMENT	6- 8.T.C.2.	Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.1.	Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.RA.1. a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	6.T.RA.1. b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.1.	Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.

ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.1. c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.2.	Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.RA.2. a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.2.	Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.2. c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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.
STRAND/TOPIC STANDARD / DESCRIPTION	I.	
STANDARD /	I. K- 12.P.EICC .3.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order
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. Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during,
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. 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.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.EICC .3.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition. 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
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.EICC .3. K- 12.P.EICC .3.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. 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.

STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .4.	Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.EICC .4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K- 12.P.EICC .4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.

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Georgia Standards of Excellence

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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	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard
		English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
ST ANDARD / DESCRIPTION	II.	Students build vocabularies and determine word meanings as they relate to reading
011112111121	II. 6-8.L.V.1.	Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis
DESCRIPTION		Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate
DESCRIPTION		Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
DESCRIPTION ELEMENT ELEMENT/GLE	6-8.L.V.1.	Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and
ELEMENT/GLE EXPECTATION	6-8.L.V.1.	Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD /	6-8.L.V.1.b.	Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures
ELEMENT/GLE EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	6-8.L.V.1.b.	Students build vocabularies and determine word meanings as they relate to reading and writing. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.

EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
ELEMENT	K- 12.P.EICC .1.	Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating

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

EXPECTATION	K- 12.P.EICC .4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K- 12.P.EICC .4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K- 12.P.EICC .4.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 (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	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.

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

STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K-	Text Design – Consider the impact of text design on audience and purpose when
	12.P.AC.3.	consuming and producing texts across modes and genres.
ELEMENT/GLE	12.P.AC.3.	consuming and producing texts across modes and genres. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
ELEMENT/GLE EXPECTATION	K- 12.P.AC.3 .a.	Expectations for Interpreting & Constructing Texts; Reading Listening Viewing
	K- 12.P.AC.3	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
EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3	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
EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	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
EXPECTATION EXPECTATION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	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,
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD /	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	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
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	K- 12.P.AC.3 .a. K- 12.P.AC.3 .b.	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 they engage with others in a range of settings and for a variety of purposes.

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.
EXPECTATION	K- 12.P.CP.2 .d.	Engage in dialogue with audiences by asking and answering questions.

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Georgia Standards of Excellence

Grade 6 - Adopted: 2023				
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.		
STANDARD / DESCRIPTION	I.	BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.		
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.		
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).		

ST				

Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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.	English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading
STANDARD /	II. 6-8.L.V.1.	English. Students 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis
STANDARD / DESCRIPTION		English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate
STANDARD / DESCRIPTION		English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6-8.L.V.1.	English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6-8.L.V.1.	English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION STRAND/TOPIC	6-8.L.V.1.b.	English. Students 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 (V) Students engage in a wide range of written and spoken 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 – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively. Expectations for Constructing Texts; Writing Speaking Creating Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis

EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.1.	Narrative Techniques – Analyze and apply narrative techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
		Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT	6- 8.T.T.4.	Poetic Techniques - Analyze and apply poetic techniques.

ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT	6- 8.T.PM.1.	Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.PM.1. a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1. b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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	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 (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 I DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		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 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.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 I DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	K- 12.P.AC.2	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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.

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

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

.b.

STRAND/TOPIC

EXPECTATION

EXPECTATION

6.L.GC.2.

d.

K-12.P.CP.2

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Language Arts

Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Grade 6 - 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 (GC) Students observe, analyze, and use the DESCRIPTION structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. **ELEMENT** Grammar, Usage, & Mechanics - Draw from knowledge of the conventions of Standard 8.L.GC.1. English grammar, usage, and mechanics when analyzing and constructing texts. FLEMENT/GLE Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses. FLEMENT/GLE Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). STRAND/TOPIC Language (L) - Students learn and apply the structures and conventions of standard English. Students observe 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 (GC) Students observe, analyze, and use the DESCRIPTION structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. **ELEMENT** Syntax - Apply understanding of syntax to comprehend, analyze, condense, and 8.L.GC.2. combine ideas and information, enhancing clarity, style, and meaning. **ELEMENT/GLE** Expectations for Constructing Texts; Writing | Speaking | Composing

descriptions to convey meaning and facilitate engagement.

Build and enrich ideas and information in texts, using modifiers when incorporating details and

STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.1.	Narrative Techniques – Analyze and apply narrative techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
EXPECTATION	6.T.T.1.d.	Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.

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

STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.2.	Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.2. c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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

STRAND/TOPIC		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 .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	1,	Comprehension Strategies – Engage with a range of complex texts for a variety of
ELEMENT	K- 12.P.EICC .3.	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	tasks and purposes, accessing and using strategies for comprehension before, during,
	12.P.EICC	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	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	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.a. K- 12.P.EICC .3.a. K- 12.P.EICC .3.c.	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.a. K- 12.P.EICC .3.a. K- 12.P.EICC .3.c.	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.a. K- 12.P.EICC .3.c. K- 12.P.EICC .3.g.	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	н.	
STANDARD /	II. K- 12.P.ST.1.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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 (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.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Situating Texts (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 (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. a. K- 12.P.ST.1. b. K- 12.P.ST.1.	BIG IDEA: Situating Texts (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. a. K- 12.P.ST.1. b. K- 12.P.ST.1.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. Consider how context impacts the purposes of the author and the audience. Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. Practices (P) – Students engage routinely in four literacy practices that ground, shape,

ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
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 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.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.
STRAND/TOPIC STANDARD / DESCRIPTION	III.	
STANDARD /	III. K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
STANDARD / DESCRIPTION	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Writing like a Reader – Construct texts with the audience's experience in mind, basing
STANDARD / DESCRIPTION ELEMENT	K-	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	K- 12.P.AC.2.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context and purpose. Expectations for Constructing Texts; Writing Speaking Creating Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.AC.2. K- 12.P.AC.2 .a.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	K- 12.P.AC.2 .a. K- 12.P.AC.2 .b.	and inform the expectations of the Foundations, Language, and Texts domains. BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel 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 context 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

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

STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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.

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 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.		
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.		
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).		
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.		
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing		
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.		
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.		
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.		
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.		
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing		
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6-	Narrative Techniques – Analyze and apply narrative techniques.

ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.2.	Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.2. c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

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Texts (T) – Students grow in their learning as they purposefully engage with texts.

STANDARD / DESCRIPTION	V.	BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT	6- 8.T.PM.1.	Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.PM.1. a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1. b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	I.	BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety 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 I 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 (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.1.	Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.1. a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K- 12.P.ST.1. b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K- 12.P.ST.1. c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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-	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the
	12.P.ST.2.	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. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	III.	BIG IDEA: Author's Craft (AC) 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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	12.P.AC.2	
	12.P.AC.2 .a. K- 12.P.AC.2	appeal to target audiences and achieve specific purposes. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of
EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2	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
EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. K- 12.P.AC.2	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
EXPECTATION EXPECTATION	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. K- 12.P.AC.2	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.
EXPECTATION EXPECTATION EXPECTATION STRAND/T OPIC	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. K- 12.P.AC.2 .d.	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. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and
EXPECTATION EXPECTATION EXPECTATION STRAND/TOPIC STANDARD / DESCRIPTION	12.P.AC.2 .a. K- 12.P.AC.2 .b. K- 12.P.AC.2 .c. K- 12.P.AC.2 .d.	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. 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 develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts. Text Design – Consider the impact of text design on audience and purpose when

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

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Georgia Standards of Excellence

		Grade 6 - 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.1.	Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and 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 (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
ELEMENT	6- 8.L.GC.2.	Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Composing
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
STANDARD / DESCRIPTION	II.	BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.1.	General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.

ELEMENT/CLE		Expectations for Construction Toute Writing Construction
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6- 8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely 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 (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
ELEMENT	6-8.L.V.3.	Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6- 8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	II.	BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
ELEMENT	6- 8.T.SS.1.	Organization – Analyze and use organizational structures to craft meaning.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.SS.1. b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1. c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1. d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STRAND/TOPIC STANDARD / DESCRIPTION	III.	
STANDARD /	6- 8.T.T.1.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to
STANDARD / DESCRIPTION	6-	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
STANDARD / DESCRIPTION ELEMENT	6-	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques.
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE	6- 8.T.T.1.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Identify multiple themes and describe how the relationships and interactions between characters
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6- 8.T.T.1. 6.T.T.1.c.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. Compare and contrast literary texts in different modes and genres (e.g., historical novels and
STANDARD / DESCRIPTION ELEMENT ELEMENT/GLE EXPECTATION	6- 8.T.T.1. 6.T.T.1.c.	Texts (T) – Students grow in their learning as they purposefully engage with texts. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning. Narrative Techniques – Analyze and apply narrative techniques. Expectations for Interpreting Texts; Reading Listening Viewing Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.

ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.2.	Expository Techniques – Analyze and apply expository techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Interpreting Texts; Reading Listening Viewing
EXPECTATION	6.T.T.4.a.	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	III.	BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
ELEMENT	6- 8.T.T.4.	Poetic Techniques – Analyze and apply poetic techniques.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.T.4.b.	Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
STRAND/TOPIC		Texts (T) – Students grow in their learning as they purposefully engage with texts.
STANDARD / DESCRIPTION	IV.	BIG IDEA: Research & Analysis (RA) 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	6- 8.T.RA.2.	Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
ELEMENT/GLE		Expectations for Constructing Texts; Writing Speaking Creating
EXPECTATION	6.T.RA.2. c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

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

STRAND/TOPIC

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

EXPECTATION	K- 12.P.EICC .4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K- 12.P.EICC .4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
STANDARD / DESCRIPTION	II.	BIG IDEA: Situating Texts (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 I DESCRIPTION	II.	BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
ELEMENT	K- 12.P.ST.2.	Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
ELEMENT/GLE		Expectations for Interpreting & Constructing Texts; Reading Listening Viewing Writing Speaking Creating
EXPECTATION	K- 12.P.ST.2. a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
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 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.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 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.AC.2.	Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context 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 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.AC.3.	Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across 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	Integrate modes and genres most appropriate to purpose and audience.

.b.