CONNECTING 4-H PROJECT ACHIEVEMENT TO GEORGIA'S K-12 ENGLISH LANGUAGE ARTS STANDARDS

August 2025

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4-H

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Note to 4-H Leader:
Part One of this document is designed to be a resource for you to communicate the value of 4-H Project Achievement to key educational stakeholders (teachers, administrators, BOE members, etc.) to justify use of instructional time, school resources or other needs.

Part two of the document can be used to help you gain a deeper understanding of Georgia's K-12 ELA Standards to align your in-school delivery related to Project Achievement to help teachers meet standards. Part two does not include all ELA standards for the grade level - just ones that can be closely related to the Project Achievement process.

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Georgia 4-H Project Achievement Overview

Georgia 4-H is guided by the THRIVE model for positive youth development. Youth in Georgia 4-H explore their interests, discover their sparks, and engage in hands-on learning experiences that strengthen their social, emotional, and cognitive abilities. Through high-quality programs and caring adult mentorship, young people develop a sense of belonging and are set on a pathway to academic success, well-being, and meaningful adult lives. One of the most impactful learning experiences offered is 4-H Project Achievement, which empowers students with essential skills for a lifetime. With over 50 project areas to choose from, youth select a topic of interest, conduct research, and create a written and oral presentation.

At its core, 4-H Project Achievement builds skills in four key areas: research, organization, summarization, and expression. Students begin by selecting a topic of personal interest from a wide range of subject areas. They then conduct research, read to deepen their understanding, and begin organizing the information. This process naturally supports vocabulary development and improves reading comprehension.

As students move from research to presentation, they engage in multiple steps of the writing process—brainstorming ideas, creating jot lists or graphic organizers, outlining key points, and drafting a clear and informative speech. These steps reinforce the ability to synthesize information and express ideas clearly for an audience.

The final step is delivering the speech, which gives students the opportunity to strengthen their public speaking skills. By practicing and presenting their project, they develop confidence and fluency in oral communication, while also enhancing their listening and critical thinking skills. 4-H Project Achievement offers a powerful platform for students to grow as readers, writers, and speakers

Project Achievement/Standards Alignment Overview		
4-H Project Achievement Component	**Grade**	**Related Georgia's K-12 English Language Arts Standards**
Topic Selection & Research	4th	4.T.RA.1, 4.T.RA.2
	5th	5.T.RA.1, 5.T.RA.2
	6th	6.T.RA.1, 6.T.RA.2
Writing & Organizing Speech/Essay	4th	4.P.EICC.4, 4.P.AC.2, 4.T.SS.1, 4.T.T.2, 4.P.EICC.2
	5th	5.P.EICC.4, 5.P.AC.2, 5.T.SS.1, 5.T.T.2, 5.P.EICC.2
	6th	6.P.EICC.4, 6.P.AC.2, 6.T.SS.1, 6.T.T.2, 6.P.EICC.2
Oral Presentation (as presenter and audience member)	4th	4.P.CP.2, 4.F.F.1, 4.L.GC.1, 4.L.GC.2, 4.P.EICC.2
	5th	5.P.CP.2, 5.F.F.1, 5.L.GC.1, 5.L.GC.2, 5.P.EICC.2
	6th	6.P.CP.2, 6.L.GC.1, 6.L.GC.2, 6.P.EICC.2

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Learning Description:
Georgia 4-H Project Achievement empowers young people with skills for a lifetime. With over 50 project areas, students choose an area of interest, research the topic, and write and present a presentation. Youth develop leadership, creativity, public speaking, record keeping, and other skills. As students become older, a record keeping component that promotes independent thinking, research and implementation is added. Cloverleaf and Junior 4-H'ers (4th – 8th grades), begin competition in their school or county and advance to the district level. Senior competitors (9th-12th grades) are encouraged to become more involved in their project areas and advance to the state and national levels.
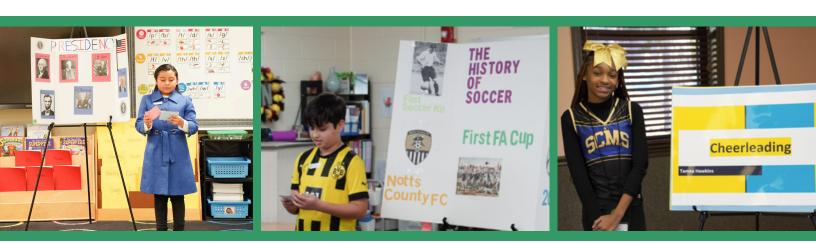
Learning outcomes:
- Strengthen public speaking and communication skills
- Develop research, writing, and presentation abilities
- Build confidence through independent project work
- Practice record keeping and goal setting
- Explore personal interests through project-based learning
- Enhance critical thinking and problem-solving skills

Additional information about Georgia 4-H Project Achievement including a list of project areas, objectives and resources specific to teachers, parents, and youth can be found on the Georgia 4-H website:

www.georgia4h.org/projectachievement

For more information, contact your County's University of Georgia Extension/4-H Office!

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4th Grade ELA Standards

Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

- **4.F.F:IV. BIG IDEA: Fluency** Students read texts aloud or silently with speed, accuracy, and expression.
  - **5.F.F.1 Oral & Silent Reading Fluency:** Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

Practices (P)

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

- **4.P.EICC I: BIG IDEA: Engagement & Intention for Comprehension & Composition** Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
  - **4.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.
    - **4.P.EICC.1.c:** Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)
    - **4.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. (I/C)
    - **4.P.EICC.1.f:** Develop independence and autonomy as a reader and writer. (I/C)
  - **4.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.
    - **4.P.EICC.2.a:** Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)
    - **4.P.EICC.2.b:** Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)
    - **4.P.EICC.2.c:** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)
    - **4.P.EICC.2.e:** Consume and produce texts in order to solve problems or influence decisions. (I/C)
  - **4.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.
    - **4.P.EICC.4.a:** Establish a purpose and goals for writing and identify a target audience. (C)
    - **4.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. (C)
    - **4.P.EICC.4.c:** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
    - **4.P.EICC.4.d:** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
    - **4.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. (C)

- **4.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. (C)
- **4.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. (C)
- **4.P.EICC.4.h:** Edit the text, ensuring it adheres to the conventions of written language. (C)
- **4.P.AC III: BIG IDEA: Author's Craft:** Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
  - **4.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.
    - **4.P.AC.2.a:** Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)
    - **4.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. (I/C)
    - **4.P.AC.2.c:** Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)
    - **4.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. (I/C)

- **4.P.CP IV: BIG IDEA: Collaboration & Presentation:** Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
  - **4.P.CP.2: Presentation** Use presentation skills to tailor communication to target audiences for specific purposes.
    - **4.P.CP.2.a:** Communicate clearly to present ideas, information, and texts. (I/C)
    - **4.P.CP.2.c:** Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)
    - **4.P.CP.2.d:** Engage in dialogue with audiences by asking and answering questions. (I/C)

Language (L):
Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
- **4.L.GC I. BIG IDEA: Grammar Conventions:** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
  - **4.L.GC.1 Grammar, Usage, & Mechanics:** Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.
  - **4.L.GC.2 Syntax:** Apply understandings of sentence structure to comprehend and compose varied sentences.

Texts (T):
Students grow in their learning as they purposefully engage with texts.
- **4.T.SS II. BIG IDEA: Structure & Style:** Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.
  - **4.T.SS.1: Organization:** Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.

- **4.T.T III. BIG IDEA: Techniques** Students explain, analyze, and use various techniques to comprehend and shape meaning.
  - **4.T.T.2 Expository Techniques** Explain, analyze, and use expository techniques to shape understandings.

- **4.T.T.2.: d** Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.
  - **4.T.RA IV. BIG IDEA: Research & Analysis:** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
    - **4.T.RA.1 Research & Inquiry:** Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
      - **4.T.RA.1.a:** Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of the topic and related ideas and information. (I)
      - **4.T.RA.1.b:** Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. (I)
      - **4.T.RA.1.c:** Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources. (C)
    - **4.T.RA.2: Curating Sources & Evidence:** Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
      - **4.T.RA.2.a:** Refer to specific passages or quotations from a text to support an idea, answer, or opinion. (I)
      - **4.T.RA.2.b:** Determine the credibility and relevance of a source text based on known information about the author and/or organization. (I)

5th Grade ELA Standards

Foundations (F)
Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.
- **5.F.F:IV. BIG IDEA: Fluency** Students read texts aloud or silently with speed, accuracy, and expression.
  - **5.F.F.1 Oral & Silent Reading Fluency:** Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

Practices (P)
Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
- **5.P.EICC I: BIG IDEA: Engagement & Intention for Comprehension & Composition** Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
  - **5.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.
    - **5.P.EICC.1.c:** Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)
    - **5.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. (I/C)
    - **5.P.EICC.1.f:** Develop independence and autonomy as a reader and writer. (I/C)
  - **5.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.
    - **5.P.EICC.2.a:** Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)

- **5.P.EICC.2.b:** Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)
- **5.P.EICC.2.c:** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)
- **5.P.EICC.2.e:** Consume and produce texts in order to solve problems or influence decisions. (I/C)

- **5.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.
  - **5.P.EICC.4.a:** Establish a purpose and goals for writing and identify a target audience. (C)
  - **5.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. (C)
  - **5.P.EICC.4.c:** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
  - **5.P.EICC.4.d:** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
  - **5.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. (C)
  - **5.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. (C)
  - **5.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. (C)
  - **5.P.EICC.4.h:** Edit the text, ensuring it adheres to the conventions of written language. (C)

- **5.P.AC III: BIG IDEA: Author's Craft:** Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
  - **5.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.
    - **5.P.AC.2.a:** Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)
    - **5.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. (I/C)
    - **5.P.AC.2.c:** Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)
    - **5.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. (I/C)

- **5.P.CP IV: BIG IDEA: Collaboration & Presentation:** Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
  - **5.P.CP.2: Presentation** Use presentation skills to tailor communication to target audiences for specific purposes.
    - **5.P.CP.2.a:** Communicate clearly to present ideas, information, and texts. (I/C)
    - **5.P.CP.2.c:** Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)
    - **5.P.CP.2.d:** Engage in dialogue with audiences by asking and answering questions. (I/C)

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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.

- **5.L.GCI. BIG IDEA: Grammar Conventions:** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
    - **5.L.GC.1 Grammar, Usage, & Mechanics:** Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.
    - **5.L.GC.2 Syntax:** Apply understandings of sentence structure to comprehend and compose varied sentences.

Texts (T):
Students grow in their learning as they purposefully engage with texts.
- **5.T.SSII. BIG IDEA: Structure & Style:** Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.
    - **5.T.SS.1: Organization:** Demonstrate and apply understanding of organizational structures and elements to create cohesive and engaging texts.

- **5.T.TIII. BIG IDEA: Techniques:** Students explain, analyze, and use various techniques to comprehend and shape meaning.
    - **5.T.T.2 Expository Techniques:** Explain, analyze, and use expository techniques to shape understandings.
        - **5.T.T.2.d**: Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section. (C)

- **5.T.RA IV. BIG IDEA: Research & Analysis:** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
    - **5.T.RA.1 Research & Inquiry:** Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.
        - **5.T.RA.1.a:** Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of the topic and related ideas and information. (I)
        - **5.T.RA.1.b:** Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. (I)
        - **5.T.RA.1.c:** Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources. (C)
    - **5.T.RA.2: Curating Sources & Evidence:** Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.
        - **5.T.RA.2.a:** Refer to specific passages or quotations from a text to support an idea, answer, or opinion. (I)
        - **5.T.RA.2.b:** Determine the credibility and relevance of a source text based on known information about the author and/or organization. (I)
        - **5.T.RA.2.c**: Use basic parenthetical citations to credit the source used. (C)

6th Grade ELA Standards

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

- **6.P.EICC I: BIG IDEA: Engagement & Intention for Comprehension & Composition** Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
    - **6.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.
        - **6.P.EICC.1.c:** Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C)
        - **6.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. (I/C)
        - **6.P.EICC.1.f:** Develop independence and autonomy as a reader and writer. (I/C)
    - **6.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.
        - **6.P.EICC.2.a:** Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)
        - **6.P.EICC.2.b:** Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C)
        - **6.P.EICC.2.c:** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)
        - **6.P.EICC.2.e** Consume and produce texts in order to solve problems or influence decisions. (I/C)
    - **6.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.
        - **6.P.EICC.4.a:** Establish a purpose and goals for writing and identify a target audience. (C)
        - **6.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. (C)
        - **6.P.EICC.4.c:** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
        - **6.P.EICC.4.d:** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
        - **6.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. (C)
        - **6.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. (C)
        - **6.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. (C)
        - **6.P.EICC.4.h:** Edit the text, ensuring it adheres to the conventions of written language. (C)
- **6.P.AC III: BIG IDEA: Author's Craft:** Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
    - **6.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.

- **6.P.AC.2.a:** Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)
- **6.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. (I/C)
- **6.P.AC.2.c:** Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)
- **6.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. (I/C)

- **6.P.CP IV: BIG IDEA: Collaboration & Presentation:** Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
  - **6.P.CP.2: Presentation** Use presentation skills to tailor communication to target audiences for specific purposes.
    - **6.P.CP.2.a:** Communicate clearly to present ideas, information, and texts. (I/C)
    - **6.P.CP.2.c:** Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)
    - **6.P.CP.2.d:** Engage in dialogue with audiences by asking and answering questions. (I/C)

Language (L)
Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
- **6.L.GC: BIG IDEA: Grammar Conventions:** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
  - **6.L.GC.1 Grammar, Usage, & Mechanics:** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.
  - **6.L.GC.2 Syntax:** Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.

Texts (T)
Students grow in their learning as they purposefully engage with texts.
- **6.T.SS II. BIG IDEA: Structure & Style:** Students analyze and use organizational structures and style to shape ideas and information.
  - **6.T.SS.1: Organization** Analyze and use organizational structures to craft meaning.

- **6.T.T III. BIG IDEA: Techniques** Students analyze and apply various techniques to comprehend and shape meaning.
  - **6.T.T.2: Expository Techniques:** Analyze and apply expository techniques.
    - **6.T.T.2.d:** Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. (C)

- **6.T.RA BIG IDEA: Research & Analysis:** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
  - **6.T.RA.1: Research & Inquiry** Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.
    - **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. (I)
    - **6.T.RA.1.b:** Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)

- **6.T.RA.1.c:** Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)
- **6.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.
  - **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. (I)
  - **6.T.RA.2.b:** Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources. (I)
  - **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. (C)

The full Georgia Standards of Excellence for all subject areas can be found at the Georgia Department of Education website at:

https://case.georgiastandards.org/