



UNIVERSITY OF GEORGIA
EXTENSION



Connecting Georgia Standards and 4-H Project Achievement through English Language Arts

4-H Project Achievement is a tool for enhancing the subject area of English Language Arts. This teaching tool encourages and fosters the development of both oral and written communication skills through project development.

The key components of 4-H Project Achievement are research, organization, summary, and expression. This teaching tool allow a student to explore an area of interest. Once the student has explored many various subject areas and selects a topic to research, knowledge gain begins. The student gathers materials based on his or her subject area and reads to gain understanding of the subject matter/area he or she has chosen. This material is absorbed and summarized by the student and organization of the ideas begins. This part of the learning process allows exposure to new vocabulary and reinforces reading comprehension skills.

Once knowledge and information is collected on the chosen subject the student is required to organize the information and generate a speech on the subject matter. Text generation includes the following steps: brainstorming about the subject, synthesizing the material into a jot list or graphic organizer, outlining the material so that key points can be communicated to the audience, and generating text to evolve into a speech that is informative and easily communicates and educates the audience on valuable information about the subject area.

In generating a speech for the public speaking component of the learning experience of 4-H Project Achievement, the student focuses on becoming familiar enough with the written text that he or she is able to share the information orally with others. The opportunity to speak publicly about the information researched and text generated provides a great opportunity to practice and solidify oral (speaking and listening) communication skills.

Compiled by Amanda B. Marable, Extension 4-H Specialist -2019

Adapted from Connecting Georgia Performance Standards to Project Achievement through Language Arts compiled in 2009 by Amanda B. Marable and Dr. Lori P. Bledsoe
Edited and Reviewed by Casey Hobbs, 4-H Agent and Kelly Zern, 4-H Agent
Standards obtained from www.georgiastandards.org



Georgia Standards that supports the 4-H Project Achievement

Fourth Grade

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Fifth Grade

ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented

ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELAGSE5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

Sixth Grade

ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELAGSE6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELAGSE6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELAGSE6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

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