

# Georgia State Standards



## Grade 3: English Language Arts:

**ELAGSE3RL1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELAGSE3RI2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**ELAGSE3RI3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**ELAGSE3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**ELAGSE3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**ELAGSE3W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

**ELAGSE3W4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above).

**ELAGSE3W5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.)

**ELAGSE3W8** Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**ELAGSE3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**ELAGSE3SL2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELAGSE3SL3** Ask and answer questions about information from a speaker, offering appropriate

elaboration  
and detail.

**ELAGSE3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**ELAGSE3L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**ELAGSE3L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Grade 3: Science:**

**S3L1.** Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.

- a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.
- b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.
- c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.



### **Grade 4: Science:**

**S4L1.** Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.

- a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)
- b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

### **Grade 4: English Language Arts:**

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

**ELAGSE4RI3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**ELAGSE4RI4:** Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**ELAGSE4RI7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**ELAGSE4RI9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

**ELAGSE4RF4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**ELAGSE4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELAGSE4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

**ELAGSE4W8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.



## **Grade 5 English Language Arts Standards:**

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

**ELAGSE5RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**ELAGSE5RF4:** Read with sufficient accuracy and fluency to support comprehension.

**ELAGSE5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

**ELAGSE5W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 5.)

**ELAGSE5W7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**ELAGSE5W8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**ELAGSE5W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

# Georgia Agriculture Standards



## 3<sup>rd</sup> Grade

**1.2** Demonstrate career awareness through the appropriate use of various technologies to learn about opportunities available in the national career clusters. (HS 1.3) (Best suited for grades 3-5) 3FA1.

**AFNR-FA:** Explore and communicate the importance of agriculture and its impact on daily life.

**3FA2.** Use a map to locate the geographic regions of Georgia; locate and compare the geographic regions such as crops/fruit production, livestock/poultry, native trees and plants, wildlife, fall line, and forestry.

**3FA3.** Identify commodities based on the different geographic regions of Georgia and determine how environmental factors affect agriculture production in each region.



## 4<sup>th</sup> Grade

**1.2** Demonstrate career awareness through the appropriate use of various technologies to learn about opportunities available in the national career clusters. (HS 1.3) (Best suited for grades 3-5).

**4LCR4.** Explore careers related to the Agriculture Mechanics and Technology industry, such as equipment operators, welders, computer/website programmers, meat processing Georgia Department of Education Georgia Department of Education June 13, 2019 Page 5 of 5 All Rights Reserved employees who work on equipment to process animals, tractor service techs, fence builders, ag engineers or ag mechanics teachers.



## 5<sup>th</sup> Grade

**1.2** Demonstrate career awareness through the appropriate use of various technologies to learn about opportunities available in the national career clusters. (HS 1.3) (Best suited for grades 3-5).

**AFNR-FA:** Explore and communicate the importance of agriculture and its impact on daily life. 5FA1. Construct a model of the supply chain from origination to end product of commodities/ fiber/ natural resources.