Georgia Milestones Assessment System

Supplemental Interpreting & Constructing Texts (ICT) Content for English Language Arts

Grades 4, 6, and 7

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Table of Contents

Purpose of This Supplement 3
Accessing the ICT Sources 3
Accessing the Writer's Checklist and Writing Rubric 4
Writing Task Alignment for Grades 4, 6, and 7 4
Grade 4 Classroom Pet (ICT) 5
Grade 4 Farmer or Scientist (ICT) 6
Grade 6 Journaling (ICT) 7
Grade 6 Cursive Writing (ICT) 8
Grade 7 Home-Court Advantage (ICT) 9
Grade 7 Sensory Marketing (ICT) 10

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Purpose of This Supplement

The Interpreting & Constructing Texts (ICT) section of the Georgia Milestones English Language Arts (ELA) assessment provides an opportunity to assess research and analysis skills in an authentic task. In this section, students review a set of multimodal sources and respond to items aligned to both Interpreting Texts and Constructing Texts expectations.

In grades 3, 5, 8, and Literature & Composition II, students construct an original text in an extended writing task that is scored using an eight-point, three-trait rubric. In grades 4, 6, and 7, students demonstrate similar skills by participating in a peer revision task. Rather than constructing an original text, students respond to eight points of selected-response and technology-enhanced items aligned to the expectations assessed in the three-trait rubric.

Even though students in grades 4, 6, and 7 are not required to construct an original text in Section 1 of their English Language Arts assessments, students still need practice constructing texts to maintain and enhance their skills in preparation for future grade levels.

This supplement provides sample extended writing tasks to accompany the Interpreting & Constructing Texts (ICT) sources in the Online Assessment Guides for Educators and the Online Study Guides for Students and Parents in grades 4, 6, and 7. Educators may use this supplement in the classroom to provide students practice in responding to an extended writing task at the appropriate grade level, even though a writing task will not appear on the end-of-year assessment.

Accessing the ICT Sources

The extended writing tasks in this supplement have been written to supplement ICT multimodal texts that appear in the Online Assessment Guides and Online Study Guides.

To access the Online Assessment Guides, use a Chrome Browser to navigate to Experience Online Testing Georgia.

1. Select “Online Tools Training.”
2. Select “End-of-Grade (EOG).”
3. Educators will select “Assessment Guide for Educators.”
    - Students will select “Study Guide for Students and Parents.”
4. Select “English Language Arts (ELA).”
5. Select the appropriate grade-level Assessment Guide.
6. When the Verify Student Information screen appears, select “Continue.”
7. When the Test Modules screen appears, educators will select “Online Assessment Guide.”
    - Students will select “Online Study Guide.”
8. Use the arrow to navigate through the Test Directions. Select “Begin The Test.”
9. Use the drop-down navigation bar in the top-left corner of the screen to navigate to the specific ICT multimodal texts that correspond to the extended writing tasks in this supplement.

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Accessing the Writer's Checklist and Writing Rubric

The Writer's Checklists and Writing Rubrics for each grade are available in GaDOE Inspire: Georgia Milestones Resource Repository.

1. Once you are in Inspire, select the appropriate grade.
2. Select the ELA folder.
3. When the ELA resources appear, select the grade-level Writer's Checklist or Writing Rubric.
4. The browser will open a new screen with a printable version of the selected document.

Writing Task Alignment for Grades 4, 6, and 7

<table>
<tr><td colspan="2">Constructing Texts</td></tr>
<tr><td colspan="2">Big Idea: Context, Structure & Style, Techniques, Research & Analysis, Grammar Conventions</td></tr>
<tr><td colspan="2">Standard: T.C Context
Standard: T.SS Structure & Style
Standard: T.T Techniques
Standard: T.RA Research & Analysis
Standard: L.GC Grammar, Usage, & Mechanics</td></tr>
<tr><td>Expectation: Aligned to Standard</td><td></td></tr>
<tr><td>DOK: 4</td><td>ALD: 4</td></tr>
</table>

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Grade 4 Classroom Pet (ICT)

Scenario: Your teacher is wondering whether the class should get a class pet and has asked everyone in the class to complete a research project about the topic. The research will be presented to the teacher. You choose to focus your research on the pros and cons of having a class pet, and you develop the following research question:

Should our class have a pet?

You have **three** credible sources on **class pets**. After you review these sources, you will answer four questions and construct a text that answers the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Review the sources for the Grade 4 Classroom Pet ICT set in the Online Study Guide.

WRITING TASK

Consider what you have learned about a class pet from reviewing the three sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***Should our class have a pet?***

Purpose: to provide and support your opinion about having a class pet

Audience: your teacher

Be sure to give reasons for your opinion and support these reasons with information from the sources. Refer to the Writer's Checklist as you write and edit your text.

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Grade 4 Farmer or Scientist (ICT)

Scenario: As a follow-up to Career Day, your teacher has asked everyone to research different jobs to discover which one they would like to have. You will present your research to guest speakers who visited your class for Career Day. You choose to focus your research on farmers and scientists, and you develop the following research question:

Would you rather be a farmer or a food scientist?

You have **two** credible sources on **farmers and food scientists**. After you review these sources, you will answer four questions and construct a text that answers the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Review the sources for the Grade 4 Farmer or Scientist ICT set in the Online Study Guide.

WRITING TASK

Consider what you have learned about farmers and scientists from reviewing the two sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***Would you rather be a farmer or a food scientist?***

Purpose: to provide and support your opinion about which job you would prefer

Audience: guest speakers who visited your class for Career Day

Be sure to give reasons for your opinion and support these reasons with information from the sources. Refer to the Writer's Checklist as you write and edit your text.

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Grade 6 Journaling (ICT)

Scenario: Your writing club is exploring different types of journaling. Your club leader has asked you to research different types of journaling and share what you learn with the other writing club members. You choose to focus your research on which type of journaling has had the greatest impact on society, and you develop the following research question:

Which type of journaling has had the greatest impact on society?

You have **three** credible sources on **journaling**. After you review these sources, you will answer four questions and construct a text that addresses the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Review the sources for the Grade 6 Journaling ICT set in the Online Study Guide.

WRITING TASK

Consider what you have learned about journaling from reviewing the three sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***Which type of journaling has had the greatest impact on society?***

Purpose: to argue that one type of journaling has had the greatest impact on society and support your argument

Audience: writing club leaders and members

Be sure to provide reasons for your claim, support these reasons with evidence from the sources, and include a counterclaim to your argument. Refer to the Writer's Checklist as you write and edit your text.

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Grade 6 Cursive Writing (ICT)

Scenario: The sixth-grade teachers at your school are trying to decide whether to work with students on improving their cursive writing skills or their touch-type keyboarding skills. The teachers are seeking the opinions of students to help inform their decision. You choose to focus your research on the benefits of improving each skill, and you develop the following research question:

These days, is it more worthwhile to improve cursive writing skills or keyboarding skills?

You have **three** credible sources on **cursive and keyboarding**. After you review these sources, you will answer four questions and construct a text that addresses the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Review the sources for the Grade 6 Cursive Writing ICT set in the Online Study Guide.

WRITING TASK

Consider what you have learned about cursive writing skills and touch-type keyboarding skills from reviewing the three sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***These days, is it more worthwhile to improve cursive writing skills or keyboarding skills?***

Purpose: to argue that one skill is more worthwhile to practice and support your argument

Audience: sixth-grade teachers at your school

Be sure to provide reasons for your claim, support these reasons with evidence from the sources, and include a counterclaim to your argument. Refer to the Writer's Checklist as you write and edit your text.

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Grade 7 Home-Court Advantage (ICT)

Scenario: At the conclusion of a unit in social studies called Fairness in Sports, your teacher asks you to complete a research project on the idea of home advantage in sports. You will present your findings to athletes and coaches in your school district. You choose to focus your research on whether home advantage in sports exists, and you develop the following research question:

Is there such a thing as home-court advantage?

You have **three** credible sources on **home-court advantage**. After you review these sources, you will answer four questions and construct a text that addresses the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Review the sources for the Grade 7 Home-Court Advantage ICT set in the Online Study Guide.

WRITING TASK

Consider what you have learned about home-court advantage in sports from reviewing the three sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***Is there such a thing as home-court advantage?***

Purpose: to argue whether there is such a thing as home-court advantage and support your argument

Audience: athletes and coaches in your district

Be sure to provide reasons for your claim, support these reasons with evidence from the sources, and include a counterclaim to your argument. Refer to the Writer's Checklist as you write and edit your text.

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Grade 7 Sensory Marketing (ICT)

Scenario: In business class, your teacher pulls up a news article about local retail sales. You will complete a research project about shopping habits and share your findings with local retailers and chamber of commerce members who will speak to your class about shopping local. You choose to focus your research on sensory marketing, or the ways in which stores use people's senses to influence buying decisions, and you develop the following research question:

Which sensory marketing strategy should local retail stores consider implementing to better market their products to consumers?

You have **three** credible sources on **sensory marketing strategies**. After you review these sources, you will answer four questions and construct a text that addresses the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Review the sources for the Grade 7 Sensory Marketing ICT set in the Online Study Guide.

WRITING TASK

Consider what you have learned about sensory marketing strategies from reviewing the three sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: ***Which sensory marketing strategy should local retail stores consider implementing to better market their products to consumers?***

Purpose: to argue which sensory marketing strategy should be implemented by local retail stores to better market their products and support your argument

Audience: local retail businesses or the chamber of commerce members

Be sure to provide reasons for your claim, support these reasons with evidence from the sources, and include a counterclaim to your argument. Refer to the Writer's Checklist as you write and edit your text.

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END OF GRADE 4, 6, and 7
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