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correlated to

Georgia

**Performance Standards for
English Language Arts
Grades 2-5**

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correlated to
Georgia Performance Standards for English Language Arts
Second Grade

Georgia Performance Standards for English Language Arts, Second Grade	<i>Write Source</i> ©2006
PHONICS/WORD IDENTIFICATION	
ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student:	
a. Reads words containing blends, digraphs, and diphthongs.	The opportunity to generally address this objective is available. See the following: Student Book: 409-417, 254, 255 Teacher’s Edition: 409-417, 254, 255
b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.	Student Book: 404, 254, 255, 409-417 Teacher’s Edition: 404, 254, 255, 409-417 SkillsBook: 63, 65, 68, 72, 115, 117,
c. Reads compound words and contractions in grade appropriate texts.	Student Book: 409-417, 254, 255 Teacher’s Edition: 409-417, 254, 255
d. Reads and spells words containing <i>r</i> -controlled vowels and silent letters.	Student Book: 409-417, 254, 255 Teacher’s Edition: 409-417, 254, 255
e. Reads and spells words containing irregular vowel patterns.	Student Book: 409-417, 254, 255 Teacher’s Edition: 409-417, 254, 255
f. Reads multisyllabic words.	Student Book: 409-417, 254, 255 Teacher’s Edition: 409-417, 254, 255
g. Applies learned phonics skills when reading and writing words, sentences, and stories.	Student Book: 409-417, 254, 255 Teacher’s Edition: 409-417, 254, 255

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FLUENCY	
ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student:	
a. Applies letter-sound knowledge to decode quickly and accurately.	Student Book: 409-416 Teacher’s Edition: 409-416
b. Automatically recognizes additional high frequency and familiar words within texts.	Student Book: 409 Teacher’s Edition: 409
c. Reads familiar text with expression.	Student Book: 28, 366, 375 Teacher’s Edition: 28, 366, 375
d. Reads second-grade texts at a target rate of 90 words correct per minute.	The opportunity to generally address this objective is available. See the following: Student Book: 182-197 (Book Reviews) Teacher’s Edition: 182-197 (Book Reviews)
e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.	The opportunity to generally address this objective is available. See the following: Student Book: 286-291, 409-417 Teacher’s Edition: 286-291, 409-417
VOCABULARY	
ELA2R3 The student acquires and uses grade-level words to communicate effectively. The student:	
a. Reads a variety of texts and uses new words in oral and written language.	Student Book: 368-370 Teacher’s Edition: 368-370 SkillsBook: 81, 89
b. Recognizes grade appropriate words with multiple meanings.	Student Book: 419-425 Teacher’s Edition: 419-425 SkillsBook: 81, 89

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c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	Student Book: 419-426, 427 Teacher's Edition: 419-426, 427 SkillsBook: 81, 89
d. Determines the meaning of unknown words on the basis on context.	Student Book: 370 Teacher's Edition: 370 SkillsBook: 81, 89
COMPREHENSION	
ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student:	
a. Reads a variety of texts for information and pleasure.	Student Book: 170-197 Teacher's Edition: 170-197 SkillsBook: 81-149
b. Makes predictions from text content.	The opportunity to generally address this objective is available. See the following: Student Book: 170-197 (Book Reviews) Teacher's Edition: 170-197 (Book Reviews) SkillsBook: 81-149
c. Generates questions before, during, and after reading.	Student Book: 173, 364, 510 Teacher's Edition: 173, 364, 510
d. Recalls explicit facts and infers implicit facts.	Student Book: 170-197, 178, 274 Teacher's Edition: 170-197, 178, 274
e. Summarizes text content.	Student Book: 168, 170-197, 178, 188, 196 / 162-205 Teacher's Edition: 168, 170-197, 178, 188, 196 / 162-205

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f. Distinguishes fact from fiction in a text.	Student Book: 182, 192 Teacher's Edition: 182, 192
g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	Student Book: 504-513 Teacher's Edition: 504-513
h. Makes connections between texts and/or personal experiences.	Student Book: 21, 366-367 Teacher's Edition: 21, 366-367
i. Identifies and infers main idea and supporting details.	Student Book: 26, 27, 75; 74-81 Teacher's Edition: 26, 27, 75; 74-81
j. Self-monitors comprehension and attempts to clarify meaning.	Student Book: 6, 11, 29, 57, 103, 116-117, 283, 69, 82-83, 137, 146-147, 226, 234, 274-275, 168, 178, 188, 196, 202, 216 Teacher's Edition: 6, 11, 29, 57, 103, 116-117, 283, 69, 82-83, 137, 146-147, 226, 234, 274-275, 168, 178, 188, 196, 202, 216
k. Identifies and infers cause-and-effect relationships.	Student Book: 9, 27, 54, 55, 91, 365 Teacher's Edition: 9, 27, 54, 55, 91, 365
l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.	Student Book: 209, 221, 223 Teacher's Edition: 209, 221, 223
m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).	Student Book: 239-241, 216 Teacher's Edition: 239-241, 216
n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.	Student Book: 251-257 Teacher's Edition: 251-257

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o. Recognizes the author’s purpose.	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 9, 54, 66, 74, 230, 236, 262, 172, 184, 194, 200, 288, 357</p> <p>Teacher’s Edition: 9, 54, 66, 74, 230, 236, 262, 172, 184, 194, 200, 288, 357</p>
p. Uses word parts to determine meanings.	<p>Student Book: 371-374</p> <p>Teacher’s Edition: 371-374</p> <p>SkillsBook: 81, 89</p>
q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.	<p>Student Book: 253-255</p> <p>Teacher’s Edition: 253-255</p>
WRITING	
ELA2W1 The student demonstrates competency in the writing process. The student	
a. Writes text of a length appropriate to address a topic and tell the story.	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 2-41 (Writing Process)</p> <p>Teacher’s Edition: 2-41 (Writing Process)</p>
b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).	<p>Student Book: 48, 55</p> <p>Teacher’s Edition: 48, 55</p>
c. Uses transition words and phrases.	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 22, 48, 67, 101, 112, 113, 375</p> <p>Teacher’s Edition: 22, 48, 67, 101, 112, 113, 375</p>

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d. Begins to create graphic features (charts, tables, graphs).	<p>Student Book: 67, 75, 125, 127, 142, 159, 173, 185, 205, 211,221, 231, 262, 362, 364, 504, 507-509, 510, 512, 378</p> <p>Teacher’s Edition: 67, 75, 125, 127, 142, 159, 173, 185, 205, 211,221, 231, 262, 362, 364, 504, 507-509, 510, 512, 378</p>
e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).	<p>Student Book: 535</p> <p>Teacher’s Edition: 535</p>
f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.	<p>Student Book: 164-204; 169,179, 189, 196, 202, 540, 542, 546, 547, 549</p> <p>Teacher’s Edition: 164-204; 169,179, 189, 196, 202, 540, 542, 546, 547, 549</p>
g. Begins to write a persuasive piece that states and supports an opinion.	<p>Student Book: 132-160</p> <p>Teacher’s Edition: 132-160</p>
h. Prewrites to generate ideas orally.	<p>Student Book: 6, 9, 26-27, 54-55, 100-101, 108-109, 66-67, 74-75, 134-135, 142-143, 166, 177-173, 184-185, 194-195, 200-201, 288-289, 211-212 220-222, 230-232, 237, 262-267, 281</p> <p>Teacher’s Edition: 6, 9, 26-27, 54-55, 100-101, 108-109, 66-67, 74-75, 134-135, 142-143, 166, 177-173, 184-185, 194-195, 200-201, 288-289, 211-212 220-222, 230-232, 237, 262-267, 281</p>
i. Uses planning ideas to produce a rough draft.	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 26-35</p> <p>Teacher’s Edition: 26-35</p> <p>SkillsBook: 77, 95-105</p>

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j. Rereads writing to self and others, revises to add details, and edits to make corrections.	The opportunity to generally address this objective is available. See the following: Student Book: 381-437 Teacher’s Edition: 381-437 SkillsBook: 3-39, 77, 81, 89
k. Creates documents with legible handwriting.	The opportunity to generally address this objective is available. See the following: Student Book: 38 Teacher’s Edition: 38 SkillsBook: 95-105
l. Consistently writes in complete sentences with correct subject/verb agreement.	Student Book: 330-331 Teacher’s Edition: 330-331 SkillsBook: 95-100, 149
m. Uses nouns (singular, plural, and possessive) correctly.	Student Book: 315, 318 Teacher’s Edition: 315, 318 SkillsBook: 109, 11, 115, 117
n. Uses singular possessive pronouns.	Student Book: 320, 324 Teacher’s Edition: 320, 324 SkillsBook: 119
o. Uses singular and plural personal pronouns.	Student Book: : 321, 325 Teacher’s Edition: 321, 325 SkillsBook: 119
p. Uses increasingly complex sentence structure.	Student Book: 338-349 Teacher’s Edition: 338-349 SkillsBook: 95, 97-101, 105

Georgia Performance Standards for English Language Arts, Second Grade	Write Source ©2006
q. Uses common rules of spelling.	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 409</p> <p>Teacher’s Edition: 409</p> <p>SkillsBook: 81, 89</p>
r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).	<p>Student Book: 381; 383-385</p> <p>Teacher’s Edition: 381; 383-385</p> <p>SkillsBook: 3-13; 39; 41-61; 101-106</p>
s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade appropriate abbreviations.	<p>Student Book: 381, 388-389, 535</p> <p>Teacher’s Edition: 381, 388-389, 535</p> <p>SkillsBook: 15-27</p>
t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.	<p>Student Book: 242-257</p> <p>Teacher’s Edition: 242-257</p>
u. Recognizes appropriate uses of quotation marks.	<p>Student Book: 395</p> <p>Teacher’s Edition: 395</p> <p>SkillsBook: 37</p>
v. Uses the dictionary and thesaurus to support word choices.	<p>Student Book: 242-257</p> <p>Teacher’s Edition: 242-257</p>
LISTENING/SPEAKING/VIEWING	
ELA2LSV1 The student uses oral and visual strategies to communicate. The student:	
a. Interprets information presented and seeks clarification when needed.	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 16, 302-303, 286-291</p> <p>Teacher’s Edition: 16, 302-303, 286-291</p>

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b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.	Student Book: 286-291, 366-367 Teacher’s Edition: 286-291, 366-367
c. Uses increasingly complex language patterns and sentence structure when communicating.	Student Book: 338-346 Teacher’s Edition: 338-346 SkillsBook: 95-105
d. Listens to and views a variety of media to acquire information.	The opportunity to generally address this objective is available. See the following: Student Book: 242-257 Teacher’s Edition: 242-257
e. Increases vocabulary to reflect a growing range of interests and knowledge.	The opportunity to generally address this objective is available. See the following: Student Book: 368-374 Teacher’s Edition: 368-374 SkillsBook: 63, 65, 68, 81, 89; 95-149



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Georgia Performance Standards for English Language Arts
Third Grade

Georgia Performance Standards for English Language Arts, Third Grade	<i>Write Source</i> ©2006
FLUENCY	
ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student:	
a. Applies letter-sound knowledge to decode unknown words quickly and accurately.	The opportunity to generally address this objective is available. See the following: Student Book: 487-491 Teacher’s Edition: 487-491
b. Reads familiar text with expression.	The opportunity to generally address this objective is available. See the following: Student Book: 487-491 Teacher’s Edition: 487-491
c. Reads third-grade text at a target rate of 120 words correct per minute.	The opportunity to generally address this objective is available. See the following: Student Book: 487-491 Teacher’s Edition: 487-491
d. Uses self-correction when subsequent reading indicates an earlier misreading within grade level texts.	The opportunity to generally address this objective is available. See the following: Student Book: 487-491 Teacher’s Edition: 487-491

Georgia Performance Standards for English Language Arts, Third Grade	<i>Write Source</i> ©2006
VOCABULARY	
ELA3R2 The student acquires and uses grade-level words to communicate effectively. The student:	
a. Reads literary and informational texts and incorporates new words into oral and written language.	Student Book: 336-339,342-347, 433-441 Teacher's Edition: 336-339,342-347, 433-441
b. Uses grade-appropriate words with multiple meanings.	Student Book: 494-509 Teacher's Edition: 494-509
c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	Student Book: 121, 300, 302, 434-436 Teacher's Edition: 121, 300, 302, 434-436
d. Identifies the meaning of common idioms and figurative phrases, and incorporates them into oral and written language.	Student Book: 288, 289 Teacher's Edition: 288, 289
e. Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly).	Student Book: 437-439 Teacher's Edition: 437-439
f. Determines the meaning of unknown words on the basis of context.	Student Book: 434, 435 Teacher's Edition: 434, 435
COMPREHENSION	
ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student:	
a. Reads a variety of texts for information and pleasure.	The opportunity to generally address this objective is available. See the following: Student Book: 550-554; 224-265 Teacher's Edition: 550-554; 224-265
b. Makes predictions from text content.	Student Book: 262-265, 271, 279 Teacher's Edition: 262-265, 271, 279
c. Generates questions to improve comprehension.	Student Book: 258, 290 Teacher's Edition: 258, 290

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d. Distinguishes fact from opinion.	Student Book: 186 Teacher's Edition: 186
e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	Student Book: 36-37 Teacher's Edition: 36-37
f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.	Student Book: 206, 269, 272, 276, 278 Teacher's Edition: 206, 269, 272, 276, 278
g. Summarizes text content.	Student Book: 56, 57, 306, 309 Teacher's Edition: 56, 57, 306, 309
h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	Student Book: <i>Charts:</i> 11, 62, 100, 101, 116, 126, 146-147, 184, 192, 193, 238, 247, 252, 279, 426, 427, 587, 588, 589 <i>Graphs:</i> 138, 172, 176, 184, 216, 315, 420, 444 <i>Picture:</i> 57, 71, 220, 253, 422, 426, 589, 591, 592 Teacher's Edition: <i>Charts:</i> 11, 62, 100, 101, 116, 126, 146-147, 184, 192, 193, 238, 247, 252, 279, 426, 427, 587, 588, 589 <i>Graphs:</i> 138, 172, 176, 184, 216, 315, 420, 444 <i>Picture:</i> 57, 71, 220, 253, 422, 426, 589, 591, 592
i. Makes connections between texts and/or personal experiences.	Student Book: 96-113 Teacher's Edition: 96-113
j. Identifies and infers main idea and supporting details.	Student Book: 224-265 Teacher's Edition: 224-265
k. Self-monitors comprehension to clarify meaning.	Student Book: 300, 434, 435 Teacher's Edition: 300, 434, 435

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l. Identifies and infers cause-and-effect relationships and draws conclusions.	Student Book: 269, 278, 279 Teacher's Edition: 269, 278, 279
m. Recalls explicit facts and infers implicit facts.	Student Book: 186 Teacher's Edition: 186
n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, <i>fantasy</i> and poetry).	Student Book: 224, 250, 278, 295; 224, 250-255, 262-264, 295 Teacher's Edition: 224, 250, 278, 295; 224, 250-255, 262-264, 295
o. Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.	Student Book: 299 Teacher's Edition: 299
p. Recognizes the author's purpose.	Student Book: 91, 97, 116, 122, 123, 131, 300, 430, 431, 435 Teacher's Edition: 91, 97, 116, 122, 123, 131, 300, 430, 431, 435
q. Formulates and defends an opinion about a text.	Student Book: 192, 218, 219 Teacher's Edition: 192, 218, 219
r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.	Student Book: 300-302, 434, 436 Teacher's Edition: 300-302, 434, 436
ELA3W1 The student demonstrates competency in the writing process. The student:	
a. Captures a reader's interest by setting a purpose and developing a point of view.	The opportunity to generally address this objective is available. See the following: Student Book: 5, 20-25 Teacher's Edition: 5, 20-25

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b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.	The opportunity to generally address this objective is available. See the following: Student Book: 22, 23 Teacher’s Edition: 22, 23
c. Writes text of a length appropriate to address the topic or tell the story.	The opportunity to generally address this objective is available. See the following: Student Book: 24 Teacher’s Edition: 24
d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).	The opportunity to generally address this objective is available. See the following: Student Book: 14, 25, 50-51, 117 Teacher’s Edition: 14, 25, 50-51, 117
e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).	The opportunity to generally address this objective is available. See the following: Student Book: 22, 117, 207 Teacher’s Edition: 22, 117, 207
f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.	The opportunity to generally address this objective is available. See the following: Student Book: 24, 62, 162, 427 Teacher’s Edition: 24, 62, 162, 427
g. Begins to develop characters through action and dialogue.	The opportunity to generally address this objective is available. See the following: Student Book: 269, 278; 104, 240, 276-278 Teacher’s Edition: 269, 278; 104, 240, 276-278

Georgia Performance Standards for English Language Arts, Third Grade	<i>Write Source</i> ©2006
h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.	Student Book: 59-87, 430 Teacher's Edition: 59-87, 430 SkillsBook: 151, 155-157
i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.	Student Book: 62-87 Teacher's Edition: 62-87
j. Uses a variety of resources to research and share information on a topic.	Student Book: 87, 295, 300-303, 305 Teacher's Edition: 87, 295, 300-303, 305
k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.	Student Book: 224-265, 357 Teacher's Edition: 224-265, 357
l. Writes a persuasive piece that states a clear position.	Student Book: 180-223 Teacher's Edition: 180-223
m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.	Student Book: 52, 62, 70, 71, 92, 100, 101, 138, 146, 147, 184, 192, 193, 228, 234, 235, 246, 247, 252, 253, 258, 259, 272, 273, 282-285, 308, 314-321, 337 Teacher's Edition: 52, 62, 70, 71, 92, 100, 101, 138, 146, 147, 184, 192, 193, 228, 234, 235, 246, 247, 252, 253, 258, 259, 272, 273, 282-285, 308, 314-321, 337
n. Publishes by presenting an edited piece of writing to others.	Student Book: 7, 15, 34-37, 82 , 112, 158, 200-202, 334 Teacher's Edition: 7, 15, 34-37, 82 , 112, 158, 200-202, 334

Georgia Performance Standards for English Language Arts, Third Grade	<i>Write Source</i> ©2006
ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:	
a. Correctly identifies and uses subject/verb agreement and adjectives.	Student Book: 386, 387, 388, 404, 530-533, 542 Teacher's Edition: 386, 387, 388, 404, 530-533, 542 SkillsBook: 77, 79, 81, 151, 155, 156, 157
b. Identifies and uses nouns (singular, plural, possessive) correctly.	Student Book: 373-376, 516, 519, 542; 374, 375, 476, 518; 375, 458, 518 Teacher's Edition: 373-376, 516, 519, 542; 374, 375, 476, 518; 375, 458, 518 SkillsBook: 117, 119, 121, 123
c. Identifies and uses contractions correctly.	Student Book: 456 Teacher's Edition: 456
d. Identifies and uses personal and possessive pronouns.	Student Book: 377-380, 520, 542 Teacher's Edition: 377-380, 520, 542 SkillsBook: 125, 131
e. Speaks and writes in complete and coherent sentences.	Student Book: 394-413, 510-515 Teacher's Edition: 394-413, 510-515 Skills Book: 85, 93, 97
f. Identifies and uses increasingly complex sentence structure.	Student Book: 395-400, 408 Teacher's Edition: 395-400, 408 SkillsBook: 101, 103, 107, 111

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g. Distinguishes between complete and incomplete sentences.	Student Book: 395-401 Teacher's Edition: 395-401 SkillsBooks: 93-97
h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms).	Student Book: 342-347 Teacher's Edition: 342-347
i. When appropriate, determines the meaning of a word based on how it is used in an orally presented sentence.	Student Book: 494-509 Teacher's Edition: 494-509 SkillsBook: 67, 74
j. Uses resources (encyclopedias, Internet, books) to research and share information about a topic.	Student Book: 303, 305, 336-339, 359 Teacher's Edition: 303, 305, 336-339, 359
k. Uses the dictionary and thesaurus to support word choices.	Student Book: 300-302, 434, 436 Teacher's Edition: 300-302, 434, 436
l. Uses common rules of spelling and corrects words using dictionaries and other resources.	Student Book: 300, 434, 435, 486-491 Teacher's Edition: 300, 434, 435, 486-491 SkillsBook: 61, 63, 65
m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).	Student Book: 447-469, 470-475 Teacher's Edition: 447-469, 470-475 SkillsBook: 3, 7, 9, 11, 12, 13, 15, 17, 19, 21, 23, 29, 39; 41, 43, 45, 47, 49
n. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	The opportunity to generally address this objective is available. See the following: Student Book: 6, 13 Teacher's Edition: 6, 13

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ELA3LSV1 The student uses oral and visual strategies to communicate. The student:	
a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.	The opportunity to generally address this objective is available. See the following: Student Book: 2-8; 20-25; 17-19 Teacher’s Edition: 2-8; 20-25; 17-19
b. Recalls, interprets, and summarizes information presented orally.	The opportunity to generally address this objective is available. See the following: Student Book: 226, 342-347 Teacher’s Edition: 226, 342-347
c. Uses oral language for different purposes: to inform, persuade, or entertain.	The opportunity to generally address this objective is available. See the following: Student Book: 170; 188; 136; 90; 60; 44 Teacher’s Edition: 170; 188; 136; 90; 60; 44
d. Listens to and views a variety of media to acquire information.	The opportunity to generally address this objective is available. See the following: Student Book: 205; 360; 354-359 Teacher’s Edition: 205; 360; 354-359



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Georgia Performance Standards for English Language Arts
Fourth Grade

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<p>ELA4 R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the Grade Four reading list. Student identifies the characteristics of various genres and produces evidence of reading that:</p>	
<p>a. Relates theme in works of fiction and nonfiction to personal experience.</p>	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book 124, 253-297, 310, 454-455 :</p> <p>Teacher’s Edition: 124, 253-297, 310, 454-455</p>
<p>b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.</p>	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 270, 303, 307, 373-378, 310, 302, 461, 262, 270, 309</p> <p>Teacher’s Edition: 270, 303, 307, 373-378, 310, 302, 461, 262, 270, 309</p>
<p>c. Identifies the speaker of a poem or story.</p>	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 310, 311-319</p> <p>Teacher’s Edition: 310, 311-319</p>
<p>d. Identifies sensory details and figurative language.</p>	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 464, 318</p> <p>Teacher’s Edition: 464, 318</p>

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e. Identifies and shows the relevance of foreshadowing clues.	The opportunity to generally address this objective is available. See the following: Student Book: 126-127, 270, 303, 310 Teacher’s Edition: 126-127, 270, 303, 310
f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.	The opportunity to generally address this objective is available. See the following: Student Book: 267, 268, 283, 289, 295, 270-310, 322 Teacher’s Edition: 267, 268, 283, 289, 295, 270-310, 322
g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.	The opportunity to generally address this objective is available. See the following: Student Book: 309-310, 386, 464 Teacher’s Edition: 309-310, 386, 464
h. Identifies themes and lessons in folktales, tall tales, and fables.	The opportunity to generally address this objective is available. See the following: Student Book: 310 Teacher’s Edition: 310
i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.	The opportunity to generally address this objective is available. See the following: Student Book: 306, 311-319, 411-464 Teacher’s Edition: 306, 311-319, 411-464
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
a. Locates facts that answer the reader’s questions.	Student Book: 253, 465 Teacher’s Edition: 253, 465

Georgia Performance Standards for English Language Arts, Fourth Grade	<i>Write Source</i> ©2006
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	Student Book: 254-256 Teacher's Edition: 254-256
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).	Student Book: 205-208 Teacher's Edition: 205-208
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).	Student Book: 56, 238-241, 458 Teacher's Edition: 56, 238-241, 458
e. Distinguishes cause from effect in context.	Student Book: 238-241 Teacher's Edition: 238-241
f. Summarizes main ideas and supporting details.	Student Book: 216, 217, 465 Teacher's Edition: 216, 217, 465
g. Makes perceptive and well-developed connections.	Student Book: 56, 458, 465 Teacher's Edition: 56, 458, 465
h. Distinguishes fact from opinion or fiction.	Student Book: 55, 197, 206, 210, 240, 248 Teacher's Edition: 55, 197, 206, 210, 240, 248
ELA 4 R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and nonfiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.	
ELA4 R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student:	
a. Reads a variety of texts and incorporates new words into oral and written language.	Student Book: 237-250, 357; 150, 494.4, 502.2 Teacher's Edition: 237-250, 357; 150, 494.4, 502.2

Georgia Performance Standards for English Language Arts, Fourth Grade	Write Source ©2006
b. Determines the meaning of unknown words using their context.	Student Book: 466-467 Teacher's Edition: 466-467
c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.	The opportunity to generally address this objective is available. See the following: Student Book: 466, 469 Teacher's Edition: 466, 469 SkillsBook:56, 59, 61
d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.	Student Book: 330-332 Teacher's Edition: 330-332
e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).	Student Book: 466, 468 Teacher's Edition: 466, 468
f. Identifies the meaning of common idioms and figurative phrases.	The opportunity to generally address this objective is available. See the following: Student Book: 464 Teacher's Edition: 464
g. Identifies playful uses of language (e.g., puns, jokes, palindromes).	Student Book: 10, 22, 28, 464-465, 536-559 Teacher's Edition: 10, 22, 28, 464-465, 536-559
h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	The opportunity to generally address this objective is available. See the following: Student Book: 10, 22, 28, 422, 536-559 Teacher's Edition: 10, 22, 28, 422, 536-559 SkillsBook: 63, 73
i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.	Student Book: 322, 330, 467 Teacher's Edition: 322, 330, 467

Georgia Performance Standards for English Language Arts, Fourth Grade	<i>Write Source</i> ©2006
ELA 4 R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners. The student:	
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	The opportunity to generally address this objective is available. See the following: Student Book: 466-467, 536-559 Teacher’s Edition: 466-467, 536-559 SkillsBook: 63, 73
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	The opportunity to generally address this objective is available. See the following: Student Book: 7, 14, 15, 617, 618 Teacher’s Edition: 7, 14, 15, 617, 618
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	The opportunity to generally address this objective is available. See the following: Student Book: 224, 436; 225; 437; 470 Teacher’s Edition: 224, 436; 225; 437; 470
ELA 4 W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:	
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements	Student Book: 44, 106, 107, 132-133, 255, 256, 260-269, 275, 276, 277,278, 281-284, 289, 290, 294-296; 310-465 Teacher’s Edition: 44, 106, 107, 132-133, 255, 256, 260-269, 275, 276, 277,278, 281-284, 289, 290, 294-296; 310-465
b. Writes texts of a length appropriate to address the topic or tell the story.	Student Book: 256, 263-266, 276, 282, 288, 294 Teacher’s Edition: 256, 263-266, 276, 282, 288, 294

Georgia Performance Standards for English Language Arts, Fourth Grade	Write Source ©2006
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	Student Book: 56, 458; 114, 170, 226, 262, 277, 283, 289, 295, 358 Teacher’s Edition: 56, 458; 114, 170, 226, 262, 277, 283, 289, 295, 358
d. Uses appropriate structures to ensure coherence (e.g., transition elements).	Student Book: 472-473 Teacher’s Edition: 472-473
ELA4 W2 The student demonstrates competence in a variety of genres. The student produces a narrative that:	
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.	Student Book: 87-124; 310, 466- 467 Teacher’s Edition: 87-124; 310, 466- 467
b. Establishes a plot, setting, and conflict, and/or the significance of events.	Student Book: 91-123 Teacher’s Edition: 91-123
c. Creates an organizing structure.	Student Book: 85, 91-96, 127 Teacher’s Edition: 85, 91-96, 127
d. Includes sensory details and concrete language to develop plot and character.	Student Book: 255, 303; 262 Teacher’s Edition: 255, 303; 262
e. Excludes extraneous details and inconsistencies.	Student Book: : 255, 437, 617-618 Teacher’s Edition: 255, 437, 617-618
f. Develops complex characters through actions describing the motivation of characters and character conversation.	Student Book: 262 Teacher’s Edition: 262
g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.	Student Book: 301, 303; 96, 109, 310, 465 Teacher’s Edition: 301, 303; 96, 109, 310, 465
h. Provides a sense of closure to the writing.	Student Book: 26, 52, 64, 74, 102, 158, 214, 266, 276, 288, 294, 353 Teacher’s Edition: 26, 52, 64, 74, 102, 158, 214, 266, 276, 288, 294, 353

Georgia Performance Standards for English Language Arts, Fourth Grade	<i>Write Source</i> ©2006
The student produces informational writing (e.g., report, procedures, correspondence) that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	Student Book: 67-74; 148, 455; 150, 164-165, 463; 139-193; 160-161, 179, 257-272; 337-362 Teacher’s Edition: 67-74; 148, 455; 150, 164-165, 463; 139-193; 160-161, 179, 257-272; 337-362
b. Frames a central question about an issue or situation.	Student Book: 148, 160-161 Teacher’s Edition: 148, 160-161
c. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Student Book: 152, 162-163, 465 Teacher’s Edition: 152, 162-163, 465
d. Includes appropriate facts and details.	Student Book: 216, 217, 465 Teacher’s Edition: 216, 217, 465
e. Excludes extraneous details and inappropriate information.	Student Book: 11, 58, 71, 261, 646 Teacher’s Edition: 11, 58, 71, 261, 646
f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.	Student Book: 93, 105, 647; 465, 216, 217 Teacher’s Edition: 93, 105, 647; 465, 216, 217
g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.	Student Book: 363-367 Teacher’s Edition: 363-367
h. Provides a sense of closure to the writing.	Student Book: 60-61; 286-291; 333-336 Teacher’s Edition: 60-61; 286-291; 333-336
The student produces a response to literature that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	Student Book: 10, 22, 27, 465, 256, 263-266, 276, 282, 288, 294 Teacher’s Edition: 10, 22, 27, 465, 256, 263-266, 276, 282, 288, 294
b. Advances a judgment that is interpretive, evaluative, or reflective.	Student Book: 267-269, 277, 283 289, 295 Teacher’s Edition: 267-269, 277, 283 289, 295

Georgia Performance Standards for English Language Arts, Fourth Grade	Write Source ©2006
c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.	Student Book: 257-272, 286-289, 253-256 Teacher's Edition: 257-272, 286-289, 253-256
d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).	Student Book: 253-297 Teacher's Edition: 253-297
e. Excludes extraneous details and inappropriate information.	Student Book: 256, 269-277, 283, 289, 295 Teacher's Edition: 256, 269-277, 283, 289, 295
f. Provides a sense of closure to the writing.	Student Book: 60-61, 269, 286-291, 333-336 Teacher's Edition: 60-61, 269, 286-291, 333-336
The student produces a persuasive essay that:	
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Student Book: 204, 216-217 Teacher's Edition: 204, 216-217
b. States a clear position.	Student Book: 197, 206, 240, 248, 249 Teacher's Edition: 197, 206, 240, 248, 249
c. Supports a position with relevant evidence.	Student Book: 197, 205, 216, 217, 239 Teacher's Edition: 197, 205, 216, 217, 239
d. Excludes extraneous details and inappropriate information.	Student Book: 236 Teacher's Edition: 236
e. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Student Book: 205, 218, 219 Teacher's Edition: 205, 218, 219
f. Provides a sense of closure to the writing.	Student Book: 198, 218, 219, 227-231, 241 Teacher's Edition: 198, 218, 219, 227-231, 241
ELA4 W3 The student uses research and technology to support writing. The student:	
a. Acknowledges information from sources.	Student Book: 323, 324-328, 363-367 Teacher's Edition: 323, 324-328, 363-367

Georgia Performance Standards for English Language Arts, Fourth Grade	Write Source ©2006
b. Locates information in reference texts by using organizational features (e.g., prefaces, appendices).	Student Book: 321-332 Teacher's Edition: 321-332
c. Uses various reference materials (e.g., dictionary, thesaurus, encyclopedia, electronic information) as aids to writing.	Student Book: 329-332 Teacher's Edition: 329-332
d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).	Student Book: 44-46, 132-133 Teacher's Edition: 44-46, 132-133
ELA 4 W4. The student consistently uses a writing process to develop, revise, and evaluate writing. The student:	
a. Plans and drafts independently and resourcefully.	Student Book: 6, 11, 65, 70-71, 91, 147, 203, 341 Teacher's Edition: 6, 11, 65, 70-71, 91, 147, 203, 341
b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	Student Book: 59, 66-74; 14-15, 142, 159-170, 185; 103, 159, 215, 355; 86, 113-114, 129; 198, 215-226, 241; 315; 336, 355-358; 256, 267, 277, 283, 295; 305 Teacher's Edition: 59, 66-74; 14-15, 142, 159-170, 185; 103, 159, 215, 355; 86, 113-114, 129; 198, 215-226, 241; 315; 336, 355-358; 256, 267, 277, 283, 295; 305
c. Edits to correct errors in spelling, punctuation, etc.	The opportunity to generally address this objective is available. See the following: Student Book: 70-74, 617-618 Teacher's Edition: 70-74, 617-618 SkillsBook: 55, 56, 57, 59, 61, 3, 5, 7-13, 15-19, 23, 25, 27, 29, 31,-33, 35, 36, 41

Georgia Performance Standards for English Language Arts, Fourth Grade	Write Source ©2006
ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:	
a. Recognizes the subject-predicate relationship in sentences.	Student Book: 433, 560.2, 562.2 Teacher’s Edition: 433, 560.2, 562.2 SkillsBook: 77-79, 81, 83
b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).	Student Book: 330, 407-430, 570-605 Teacher’s Edition: 330, 407-430, 570-605 SkillsBook: 167, 169, 170; 133,135-139, 141; 157, 159, 161, 163, 165; 171-173
c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	Student Book: 172, 224, 419, 421, 436, 438-439, 479-507 Teacher’s Edition: 172, 224, 419, 421, 436, 438-439, 479-507 SkillsBook: 3, 5, 7-19, 41, 85, 99
d. Uses and identifies words or word parts from other languages that have been adopted into the English language.	Student Book: 330-331 Teacher’s Edition: 330-331
e. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	The opportunity to generally address this objective is available. See the following: Student Book: 380-391 Teacher’s Edition: 380-391
f. Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	Student Book: 528 Teacher’s Edition: 528 SkillsBook: 55-57, 59, 61

Georgia Performance Standards for English Language Arts, Fourth Grade	Write Source ©2006
g. Spells most commonly used homophones correctly (there, they're, their; two, too, to).	Student Book: 532-535 Teacher's Edition: 532-535 SkillsBook: 63, 73
h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).	Student Book: 441-480 Teacher's Edition: 441-480 SkillsBook: 115, 117, 119, 123, 127, 129
ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:	
a. Initiates new topics in addition to responding to adult-initiated topics.	Student Book: 369-378 Teacher's Edition: 369-378
b. Asks relevant questions.	Student Book: 369-378 Teacher's Edition: 369-378
c. Responds to questions with appropriate information.	The opportunity to generally address this objective is available. See the following: Student Book: 369-378 Teacher's Edition: 369-378
d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., "What if. . ."; "Very likely. . ."; "I'm unsure whether. . .").	The opportunity to generally address this objective is available. See the following: Student Book: 369-378 Teacher's Edition: 369-378
e. Confirms understanding by paraphrasing the adult's directions or suggestions.	Student Book: 345, 369-378 Teacher's Edition: 345, 369-378
f. Displays appropriate turn-taking behaviors.	Student Book: 41, 369-378 Teacher's Edition: 41, 369-378

Georgia Performance Standards for English Language Arts, Fourth Grade	<i>Write Source</i> ©2006
g. Actively solicits another person's comments or opinions.	Student Book: 369-378 Teacher's Edition: 369-378
h. Offers own opinion forcefully without domineering.	Student Book: 369-378 Teacher's Edition: 369-378
i. Responds appropriately to comments and questions.	Student Book: 15, 39-42, 369-378 Teacher's Edition: 15, 39-42, 369-378
j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	Student Book: 369-378 Teacher's Edition: 369-378
k. Gives reasons in support of opinions expressed.	Student Book: 15, 39-42, 369-378 Teacher's Edition: 15, 39-42, 369-378
l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansion.	Student Book: 15, 39-42, 369-378 Teacher's Edition: 15, 39-42, 369-378
ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
a. Demonstrates an awareness of the presence of the media in the daily lives of most people.	The opportunity to generally address this objective is available. See the following: Student Book: 363-367, 393-397 Teacher's Edition: 363-367, 393-397
b. Evaluates the role of the media in focusing attention and in forming an opinion.	Student Book: 363-367, 393-397 Teacher's Edition: 363-367, 393-397
c. Judges the extent to which the media provides a source of entertainment as well as a source of information.	Student Book: 363-367, 393-397 Teacher's Edition: 363-367, 393-397

<p align="center">Georgia Performance Standards for English Language Arts, Fourth Grade</p>	<p align="center"><i>Write Source</i> ©2006</p>
<p>When delivering or responding to presentations, the student:</p>	
<p>a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.</p>	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 369-378</p> <p>Teacher’s Edition: 369-378</p>
<p>b. Uses notes, multimedia, or other memory aids to structure the presentation.</p>	<p>Student Book: 323-398; 363-367</p> <p>Teacher’s Edition: 323-398; 363-367</p>
<p>c. Engages the audience with appropriate verbal cues and eye contact.</p>	<p>Student Book: 369-378</p> <p>Teacher’s Edition: 369-378</p>
<p>d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p>Student Book: 465</p> <p>Teacher’s Edition: 465</p>
<p>e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.</p>	<p>The opportunity to generally address this objective is available. See the following:</p> <p>Student Book: 337-362</p> <p>Teacher’s Edition: 337-362</p>



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correlated to
Georgia Performance Standards for English Language Arts
Fifth Grade

Georgia Performance Standards for English Language Arts, Fifth Grade	<i>Write Source</i> ©2006
ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.	Student Book: 270, 303, 309, 310 Teacher's Edition: 270, 303, 309, 310
b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.	Student Book: 270, 307, 309, 310, 363-367, 373-378 Teacher's Edition: 270, 307, 309, 310, 363-367, 373-378
c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.	The opportunity to generally address this objective is available. See the following: Student Book: 36, 87-124, 393-397 Teacher's Edition: 36, 87-124, 393-397
d. Relates a literary work to information about its setting (historically or culturally).	The opportunity to generally address this objective is available. See the following: Student Book: 270, 310, 502 Teacher's Edition: 270, 310, 502
e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.	Student Book: 314, 318, 319, 464 Teacher's Edition: 314, 318, 319, 464
f. Identifies and analyzes the author's use of dialogue and description.	Student Book: 96, 109, 116-117, 310, 465 Teacher's Edition: 96, 109, 116-117, 310, 465

Georgia Performance Standards for English Language Arts, Fifth Grade	<i>Write Source</i> ©2006
g. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.	Student Book: 262, 270, 310, 347, 348, 465 Teacher's Edition: 262, 270, 310, 347, 348, 465
h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii. Figurative language (e.g., personification, metaphor, simile, hyperbole) iii. Graphics (e.g., capital letters, line length).	Student Book: 311-319 i. 314, 318,319 ii. 314,318, 319, 464 iii. 314, 318-319 Teacher's Edition: 311-319 i. 314, 318,319 ii. 314,318, 319, 464 iii. 314, 318-319
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.	Student Book: 20, 124, 180, 236, 272, 362 Teacher's Edition: 20, 124, 180, 236, 272, 362
j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.	The opportunity to generally address this objective is available. See the following: Student Book: 310, 335 Teacher's Edition: 310, 335
k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.	The opportunity to generally address this objective is available. See the following: Student Book: 465 Teacher's Edition: 465
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
a. Locates facts that answer the reader's questions.	The opportunity to generally address this objective is available. See the following: Student Book: 335 Teacher's Edition: 335

Georgia Performance Standards for English Language Arts, Fifth Grade	<i>Write Source</i> ©2006
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	The opportunity to generally address this objective is available. See the following: Student Book: 328-331, 346, 502.1, 514.2 Teacher’s Edition: 328-331, 346, 502.1, 514.2
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).	Student Book: <i>Graphic Organizers:</i> 24, 665, 95, 128, 141, 186-187, 342, 474, 364, 385, 454, 456 <i>Diagrams:</i> 93, 127, 197, 204, 240, 302, 391, 392, 457, 474 <i>Charts/Grids:</i> 65, 85, 148, 149, 186-187, 303, 344, 348, 474, 457, 647, 649, 36, 70, 71, 85, 94, 95, 205, 261, 313, 456, 457, 645, 646, 648 Teacher’s Edition: <i>Graphic Organizers:</i> 24, 665, 95, 128, 141, 186-187, 342, 474, 364, 385, 454, 456 <i>Diagrams:</i> 93, 127, 197, 204, 240, 302, 391, 392, 457, 474 <i>Charts/Grids:</i> 65, 85, 148, 149, 186-187, 303, 344, 348, 474, 457, 647, 649, 36, 70, 71, 85, 94, 95, 205, 261, 313, 456, 457, 645, 646, 648
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).	Student Book: 56, 308, 309, 458 Teacher’s Edition: 56, 308, 309, 458
e. Distinguishes cause from effect in context.	Student Book: 270, 303, 308 Teacher’s Edition: 270, 303, 308
f. Identifies and analyzes main ideas, supporting ideas, and supporting details.	Student Book: 11, 55, 58, 216, 217, 270, 303, 465 Teacher’s Edition: 11, 55, 58, 216, 217, 270, 303, 465
g. Makes perceptive and well-developed connections	Student Book: 56, 57, 262, 270, 310, 465 Teacher’s Edition: 56, 57, 262, 270, 310, 465

Georgia Performance Standards for English Language Arts, Fifth Grade	<i>Write Source</i> ©2006
h. Relates new information to prior knowledge and experience and makes connections to related topics or information.	Student Book: 151, 184, 262, 270, 310, 338, 347-348, 465 Teacher's Edition: 151, 184, 262, 270, 310, 338, 347-348, 465
ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.	
ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
a. Reads a variety of texts and incorporates new words into oral and written language.	The opportunity to generally address this objective is available. See the following: Student Book: 223, 411, 422 Teacher's Edition: 223, 411, 422
b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).	Student Book: 466, 467, 536-559 Teacher's Edition: 466, 467, 536-559
c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.	The opportunity to generally address this objective is available. See the following: Student Book: 446, 466, 468-469, 496.1, 536-559 Teacher's Edition: 446, 466, 468-469, 496.1, 536-559
d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	Student Book: 172, 330-331, 466 Teacher's Edition: 172, 330-331, 466
e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).	Student Book: 466, 468 Teacher's Edition: 466, 468

Georgia Performance Standards for English Language Arts, Fifth Grade	<i>Write Source</i> ©2006
f. Identifies the meaning of common idioms and figurative phrases.	Student Book: 464 Teacher's Edition: 464
g. Identifies playful uses of language (e.g., puns, jokes, palindromes).	Student Book: 464 Teacher's Edition: 464
h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.	Student Book: 223, 411, 422, 536-559 Teacher's Edition: 223, 411, 422, 536-559
i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.	Student Book: 172, 330, 442, 467 Teacher's Edition: 172, 330, 442, 467
ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners. The student:	
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	The opportunity to generally address this objective is available. See the following: Student Book: 466, 467, 469 Teacher's Edition: 466, 467, 469
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	The opportunity to generally address this objective is available. See the following: Student Book: 31-38, 120-121, 176-177, 232-233, 624-627, 629-692 Teacher's Edition: 31-38, 120-121, 176-177, 232-233, 624-627, 629-692
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	The opportunity to generally address this objective is available. See the following: Student Book: 310, 319, 373-378, 375, 390-392 Teacher's Edition: 310, 319, 373-378, 375, 390-392

Georgia Performance Standards for English Language Arts, Fifth Grade	<i>Write Source</i> ©2006
ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:	
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	<p>Student Book: 10, 22, 25, 26, 56, 57, 59, 71, 74, 94, 106-107, 120-121, 144, 152, 162-163, 170, 176-177, 184, 200, 206, 208, 218, 219, 232, 233, 256, 267, 277, 283, 289, 295, 305, 315, 367, 458</p> <p>Teacher’s Edition: 10, 22, 25, 26, 56, 57, 59, 71, 74, 94, 106-107, 120-121, 144, 152, 162-163, 170, 176-177, 184, 200, 206, 208, 218, 219, 232, 233, 256, 267, 277, 283, 289, 295, 305, 315, 367, 458</p>
b. Writes texts of a length appropriate to address the topic or tell the story.	<p>Student Book: 305, 308</p> <p>Teacher’s Edition: 305, 308</p>
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	<p>Student Book: 56-57, 206, 308, 458</p> <p>Teacher’s Edition: 56-57, 206, 308, 458</p>
d. Uses appropriate structures to ensure coherence (e.g., transition elements).	<p>Student Book: 56, 308, 458</p> <p>Teacher’s Edition: 56, 308, 458</p>
ELA5W2 The student demonstrates competence in a variety of genres.	
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.	<p>Student Book: 10, 22, 23, 24, 65, 70-71, 93, 104, 105, 120, 121, 144, 150, 160, 161, 170, 176, 200, 204, 216, 217, 232, 233, 342, 348, 356</p> <p>Teacher’s Edition: 10, 22, 23, 24, 65, 70-71, 93, 104, 105, 120, 121, 144, 150, 160, 161, 170, 176, 200, 204, 216, 217, 232, 233, 342, 348, 356</p>
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.	<p>Student Book: 44-46; 270, 303,308; 310, 465</p> <p>Teacher’s Edition: 44-46; 270, 303,308; 310, 465</p>
c. Creates an organizing structure.	<p>Student Book: 56, 308, 458</p> <p>Teacher’s Edition: 56, 308, 458</p>

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d. Includes sensory details and concrete language to develop plot and character.	Student Book: 71, 75, 425, 464; 207, 303; 270, 309, 461 Teacher's Edition: 71, 75, 425, 464; 207, 303; 270, 309, 461
e. Excludes extraneous details and inconsistencies.	Student Book: 16, 66, 74, 171, 617-618 Teacher's Edition: 16, 66, 74, 171, 617-618
f. Develops complex characters through actions describing the motivation of characters and character conversation.	Student Book: 299-310, 461 Teacher's Edition: 299-310, 461
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.	Student Book: 262, 270, 308, 310, 465 Teacher's Edition: 262, 270, 308, 310, 465
h. Provides a sense of closure to the writing.	Student Book: 61, 84, 140, 196, 254-255, 334 Teacher's Edition: 61, 84, 140, 196, 254-255, 334
i. Lifts the level of language using appropriate strategies including word choice.	Student Book: 10, 22, 28, 71, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222, 223, 267, 305, 313-315, 367 Teacher's Edition: 10, 22, 28, 71, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222, 223, 267, 305, 313-315, 367
The student produces informational writing (e.g., report, procedures, correspondence <i>or</i> <i>biographical sketches</i>) that:	
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Student Book: 321-362, 335, 341-348 Teacher's Edition: 321-362, 335, 341-348
b. Develops a controlling idea that conveys a perspective on a subject.	Student Book: 321-362 Teacher's Edition: 321-362
c. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Student Book: 335, 341-348 Teacher's Edition: 335, 341-348

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d. Includes appropriate facts and details.	Student Book: 321-332 Teacher's Edition: 321-332
e. Excludes extraneous details and inappropriate information	Student Book: 336, 355, 358 Teacher's Edition: 336, 355, 358
f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.	Student Book: 346, 352, 321-332, 329-332 Teacher's Edition: 346, 352, 321-332, 329-332
g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.	Student Book: 329-332 Teacher's Edition: 329-332
h. Provides a sense of closure to the writing.	Student Book: 333-336 Teacher's Edition: 333-336
i. Lifts the level of language using appropriate strategies including \ word choice.	Student Book: 358 Teacher's Edition: 358
The student produces a response to literature that:	
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Student Book: 267 Teacher's Edition: 267
b. Advances a judgment that is interpretive, evaluative, or reflective	Student Book: 255, 260-262, 275, 281, 287, 293 Teacher's Edition: 255, 260-262, 275, 281, 287, 293
c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.	Student Book: 292-295 Teacher's Edition: 292-295
d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.	Student Book: 465, 253-297 Teacher's Edition: 465, 253-297

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e. Excludes extraneous details and inappropriate information.	Student Book: 256, 268, 277, 283, 289, 295 Teacher's Edition: 256, 268, 277, 283, 289, 295
f. Provides a sense of closure to the writing.	Student Book: 333-336 Teacher's Edition: 333-336
g. Lifts the level of language using appropriate strategies including word choice.	Student Book: 267 Teacher's Edition: 267
The student produces a persuasive essay that:	
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Student Book: 200, 221, 232, 233, 463 Teacher's Edition: 200, 221, 232, 233, 463
b. States a clear position in support of a proposal.	Student Book: 207, 238, 244, 248 Teacher's Edition: 207, 238, 244, 248
c. Supports a position with relevant evidence.	Student Book: 197, 205, 216-217 Teacher's Edition: 197, 205, 216-217
d. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Student Book: 251, 197, 203-208, 239-240 Teacher's Edition: 251, 197, 203-208, 239-240
e. Addresses reader concerns.	The opportunity to generally address this objective is available. See the following: Student Book: 382, 390-392 Teacher's Edition: 382, 390-392
f. Excludes extraneous details and inappropriate information.	Student Book: 198, 227-230, 241, 215, 226 Teacher's Edition: 198, 227-230, 241, 215, 226
g. Provides a sense of closure to the writing.	Student Book: 60, 61, 231, 236, 330-331, 333-336 Teacher's Edition: 60, 61, 231, 236, 330-331, 333-336

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h. Raises the level of language using appropriate strategies (word choice).	Student Book: 200, 222-223, 232-233 Teacher's Edition: 200, 222-223, 232-233
ELA5W3 The student uses research and technology to support writing. The student:	
a. Acknowledges information from sources.	Student Book: 340, 346, 352, 340, 354 Teacher's Edition: 340, 346, 352, 340, 354
b. Uses organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	Student Book: 321-332 Teacher's Edition: 321-332
c. Uses various reference materials (e.g., dictionary, thesaurus, encyclopedia, electronic information) as aids to writing.	Student Book: 329-332 Teacher's Edition: 329-332
d. Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts.	Student Book: 328, 329-332 Teacher's Edition: 328, 329-332
e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).	Student Book: 44-46 Teacher's Edition: 44-46
f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).	Student Book: 7, 43-47, 325, 323 Teacher's Edition: 7, 43-47, 325, 323
g. Uses a thesaurus to identify alternative word choices and meanings.	Student Book: 328-331 Teacher's Edition: 328-331
LA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student:	
a. Plans and drafts independently and resourcefully.	The opportunity to generally address this objective is available. See the following: Student Book: 3-57 Teacher's Edition: 3-57

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b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	<p>Student Book: 7 <i>Descriptive Revision:</i> 66, 74 <i>Expository Revision:</i> 14-15, 142, 159-170, 185 <i>Keys:</i> 109, 159, 215, 355 <i>Narrative Revision:</i> 86, 103-114, 129 <i>Persuasive:</i> 198 , 215-226, 241 <i>Poems:</i> 315 <i>Research writing:</i> 336, 355-358 <i>Response to Literature:</i> 256, 267, 277, 283, 289, 295 <i>Stories:</i> 305</p> <p>Teacher’s Edition: 7 <i>Descriptive Revision:</i> 66, 74 <i>Expository Revision:</i> 14-15, 142, 159-170, 185 <i>Keys:</i> 109, 159, 215, 355 <i>Narrative Revision:</i> 86, 103-114, 129 <i>Persuasive:</i> 198 , 215-226, 241 <i>Poems:</i> 315 <i>Research writing:</i> 336, 355-358 <i>Response to Literature:</i> 256, 267, 277, 283, 289, 295 <i>Stories:</i> 305</p>
c. Edits to correct errors in spelling, punctuation, etc.	<p>Student Book: 528, 617-618</p> <p>Teacher’s Edition: 528, 617-618</p>
ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student	
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	<p>Student Book: 408, 412, 416, 423, 426, 428, 429</p> <p>Teacher’s Edition: 408, 412, 416, 423, 426, 428, 429</p> <p>Skills Book: 127-171</p>
b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).	<p>Student Book: 224, 169, 224</p> <p>Teacher’s Edition: 224, 169, 224</p> <p>Skills Book: 89, 91, 122</p>

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c. Uses and identifies verb phrases and verb tenses (<i>forms of verbs ex. Linking verbs, auxiliary verbs and regular and irregular</i>)	Student Book: 417-419, 566.3, 582.2, 586.4, 588 Teacher’s Edition: 417-419, 566.3, 582.2, 586.4, 588 Skills Book: 155-157
d. Recognizes that a word performs different functions according to its position in the sentence.	Student Book: 433, 438 Teacher’s Edition: 433, 438 Skills Book: 184
e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).	Student Book: 113, 440-441 Teacher’s Edition: 113, 440-441 Skills Book: 113, 115, 117, 118, 119
f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, <i>capitalization and end punctuation</i> comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).	Student Book: 479-481, 507 Teacher’s Edition: 479-481, 507 Skills Book: 85, 89, 91
g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.	Student Book: 448 Teacher’s Edition: 448 Skills Book: 3-41, 45-53, 55-57, 63, 85, 89
ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics in addition to responding to adult-initiated topics.	Student Book: 369-372 Teacher’s Edition: 369-372

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b. Asks relevant questions.	The opportunity to generally address this objective is available. See the following: Student Book: 15, 31-42, 370-371 Teacher’s Edition: 15, 31-42, 370-371
c. Responds to questions with appropriate information.	Student Book: 15, 31-42, 370-371 Teacher’s Edition: 15, 31-42, 370-371
d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).	Student Book: 373-378 Teacher’s Edition: 373-378
e. Confirms understanding by paraphrasing the adult’s directions or suggestions	The opportunity to generally address this objective is available. See the following: Student Book: 370-371, 310, 465 Teacher’s Edition: 370-371, 310, 465
f. Displays appropriate turn-taking behaviors.	Student Book: 15, 31-42, 370-371 Teacher’s Edition: 15, 31-42, 370-371
g. Actively solicits another person’s comments or opinions.	The opportunity to generally address this objective is available. See the following: Student Book: 39 Teacher’s Edition: 39
h. Offers own opinion forcefully without domineering.	The opportunity to generally address this objective is available. See the following: Student Book: 207, 238, 244, 248 Teacher’s Edition: 207, 238, 244, 248
i. Responds appropriately to comments and questions.	Student Book: 15, 31-42, 369-372 Teacher’s Edition: 15, 31-42, 369-372

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j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	Student Book: 369-372 Teacher's Edition: 369-372
k. Gives reasons in support of opinions expressed.	Student Book: 197, 205, 216-217, 239 Teacher's Edition: 197, 205, 216-217, 239
l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	Student Book: 15, 31-42, 370-371 Teacher's Edition: 15, 31-42, 370-371
ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
a. Demonstrates an awareness of the presence of the media in the daily lives of most people.	Student Book: 393-397 Teacher's Edition: 393-397
b. Evaluates the role of the media in focusing attention and in forming an opinion.	Student Book: 393-397 Teacher's Edition: 393-397
c. Judges the extent to which media provide a source of entertainment as well as a source of information.	Student Book: 393-397 Teacher's Edition: 393-397
When delivering or responding to presentations, the student:	
a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.	Student Book: 197, 205, 239, 262 Teacher's Edition: 197, 205, 239, 262
b. Uses notes, multimedia, or other memory aids to structure the presentation.	Student Book: 363-367, 344-346 Teacher's Edition: 363-367, 344-346
c. Engages the audience with appropriate verbal cues and eye contact.	Student Book: 373-378 Teacher's Edition: 373-378

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d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.	Student Book: 10, 22, 27, 267, 305, 465 Teacher's Edition: 10, 22, 27, 267, 305, 465
e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.	Student Book: 56-57, 206, 458 Teacher's Edition: 56-57, 206, 458
f. Uses technology or other memory aids to structure the presentation.	The opportunity to generally address this objective is available. See the following: Student Book: 459, 470-475 Teacher's Edition: 459, 470-475



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