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correlated to

Georgia

**Performance Standards for
English Language Arts
Grades 6-8**

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correlated to
Georgia Performance Standards for English Language Arts
Sixth Grade

Georgia Performance Standards for English Language Arts, Sixth Grade	<i>Write Source</i> ©2006
READING AND LITERATURE	
ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	
For <u>literary texts</u> , the student identifies the characteristics of various genres and produces evidence of reading that:	
a. Identifies and analyzes sensory details and figurative language.	The opportunity to address this objective is available. See the following: Student Book: 105, 115, 178, 347, 355, 360-361, 489 Teacher's Edition: 105, 115, 178, 347, 355, 360-361, 489
b. Identifies and analyzes the author's use of dialogue and description.	The opportunity to address this objective is available. See the following: Student Book: 36, 72, 75-82, 84, 86, 88, 90, 488-493, 531-532, 556 Teacher's Edition: 36, 72, 75-82, 84, 86, 88, 90, 488-493, 531-532, 556
c. Relates a literary work to historical events of the period.	The opportunity to address this objective is available. See the following: Student Book: 330-331 Teacher's Edition: 330-331

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d. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated, and analyzes theme as it relates to the selection.	The opportunity to address this objective is available. See the following: Student Book: 352, 379 Teacher's Edition: 352, 379
e. Identifies and analyzes the elements of setting, characterization, plot and the resolution of the conflict of a story or play:	
i. internal/external conflicts	The opportunity to address this objective is available. See the following: Student Book: 351 Teacher's Edition: 351
ii. character conflicts, characters vs. nature, characters vs. society	The opportunity to address this objective is available. See the following: Student Book: 351 Teacher's Edition: 351
iii. antagonist/protagonist.	The opportunity to address this objective is available. See the following: Student Book: 351-352 Teacher's Edition: 351-352
f. Identifies the speaker and recognizes the difference between first- and third-person narration.	The opportunity to address this objective is available. See the following: Student Book: 351-352 Teacher's Edition: 351-352

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g. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.	The opportunity to address this objective is available. See the following: Student Book: 352, 360 Teacher's Edition: 352, 360
h. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature:	
i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)	The opportunity to address this objective is available. See the following: Student Book: 356-357, 358, 359, 360-361 Teacher's Edition: 356-357, 358, 359, 360-361
ii. Figurative language (e.g., simile, metaphor)	The opportunity to address this objective is available. See the following: Student Book: 79, 360, 558, 559 Teacher's Edition: 79, 360, 558, 559
iii. Graphics (e.g., capital letters, line length).	The opportunity to address this objective is available. See the following: Student Book: 358, 359 Teacher's Edition: 358, 359
i. Compares traditional literature and mythology from different cultures.	This objective falls outside the scope of Great Source <i>Write Source</i> .
j. Identifies and analyze s similarities and differences in mythologies from different cultures.	This objective falls outside the scope of Great Source <i>Write Source</i> .

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

a. Applies knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index).

The opportunity to address this objective is available. See the following:

Student Book:
371

Teacher's Edition:
371

b. Applies knowledge of common graphic features (e.g., graphic organizers, diagrams, captions, illustrations).

The opportunity to address this objective is available. See the following:

Student Book:
293, 268, 446, 534-535, 574-575

Teacher's Edition:
293, 268, 446, 534-535, 574-575

c. Applies knowledge of common organizational structures and patterns (e.g., transitions, logical order, cause and effect, classification schemes).

The opportunity to address this objective is available. See the following:

Student Book:
38, 174, 181, 199-204, 242-243, 298, 305

Teacher's Edition:
38, 174, 181, 199-204, 242-243, 298, 305

d. Identifies and analyzes main ideas, supporting ideas, and supporting details.

The opportunity to address this objective is available. See the following:

Student Book:
379, 561

Teacher's Edition:
379, 561

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e. Follows multi-step instructions to complete or create a simple product.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 161-164, 165-170, 193, 212-213</p> <p>Teacher’s Edition: 161-164, 165-170, 193, 212-213</p>
ELA6R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
a. Determines the meaning of unfamiliar words by using word, sentence, and paragraph clues.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 562-563</p> <p>Teacher’s Edition: 562-563</p>
b. Uses knowledge of Greek and Latin affixes to understand unfamiliar vocabulary.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 564-569</p> <p>Teacher’s Edition: 564-569</p>
c. Identifies and interprets words with multiple meanings.	This objective falls outside the scope of Great Source <i>Write Source</i> .
d. Uses reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words.	<p>Student Book: 374-375</p> <p>Teacher’s Edition: 374-375</p>

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ELA6R3 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 Grade 6 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.	This objective falls outside the scope of Great Source <i>Write Source</i> .
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	This objective falls outside the scope of Great Source <i>Write Source</i> .
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	This objective falls outside the scope of Great Source <i>Write Source</i> .
READING ACROSS THE CURRICULUM	
ELA6RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	
ELA6RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
a. Identifies messages and themes from books in all subject areas.	Student Book: 329-341 Teacher's Edition: 329-341
b. Responds to a variety of texts in multiple modes of discourse.	The opportunity to address this objective is available. See the following: Student Book: 287-290, 320-322, 323-328, 329-341 Teacher's Edition: 287-290, 320-322, 323-328, 329-341
c. Relates messages and themes from one subject area to those in another area.	The opportunity to address this objective is available. See the following: Student Book: 329-341 Teacher's Edition: 329-341

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d. Evaluates the merits of texts in every subject discipline.	This objective falls outside the scope of Great Source <i>Write Source</i> .
e. Examines the author’s purpose in writing.	The opportunity to address this objective is available. See the following: Student Book: 290, 561 Teacher’s Edition: 290, 561
f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	The opportunity to address this objective is available. See the following: Student Book: 371 Teacher’s Edition: 371
ELA6RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	The opportunity to address this objective is available. See the following: Student Book: 562-563 Teacher’s Edition: 562-563
b. Uses content vocabulary in writing and speaking.	The opportunity to address this objective is available. See the following: Student Book: 562-563 Teacher’s Edition: 562-563

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c. Explores understanding of new words found in subject area texts.	The opportunity to address this objective is available. See the following: Student Book: 563 Teacher’s Edition: 563
ELA6RC4 The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	The opportunity to address this objective is available. See the following: Student Book: 431-433, 434, 435-438 Teacher’s Edition: 431-433, 434, 435-438
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	This objective falls outside the scope of Great Source <i>Write Source</i> .
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	The opportunity to address this objective is available. See the following: Student Book: 562-563 Teacher’s Edition: 562-563

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WRITING	
ELA6W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides 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: 73, 78-79, 152-154, 159, 165-170, 214-216, 227-232, 278-280, 291-294, 346-347, 386-393</p> <p>Teacher’s Edition: 73, 78-79, 152-154, 159, 165-170, 214-216, 227-232, 278-280, 291-294, 346-347, 386-393</p>
b. Writes texts of a length appropriate to address the topic or tell the story.	<p>Student Book: 75, 80-81, 107-112, 160, 171-176, 222, 233-238, 295-300, 380, 394-400</p> <p>Teacher’s Edition: 75, 80-81, 107-112, 160, 171-176, 222, 233-238, 295-300, 380, 394-400</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: 38, 166, 174, 181, 199-204, 242-243, 298, 305, 548, 561</p> <p>Teacher’s Edition: 38, 166, 174, 181, 199-204, 242-243, 298, 305, 548, 561</p>
d. Uses appropriate structures to ensure coherence (e.g., transition elements).	<p>Student Book: 116, 174, 181, 242-243, 298, 305, 561, 572-573</p> <p>Teacher’s Edition: 116, 174, 181, 242-243, 298, 305, 561, 572-573</p>

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ELA6W2 The student demonstrates competence in a variety of genres.	
The student produces a <u>narrative</u> (fictional, personal) that:	
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).	Student Book: 139, 343-349 Teacher's Edition: 139, 343-349
b. Creates an organizing structure appropriate to purpose, audience, and context.	Student Book: 94, 95, 98, 100, 104, 108, 116-117, 124, 130-131, 137, 139, 141, 153, 345, 346, 348 Teacher's Edition: 94, 95, 98, 100, 104, 108, 116-117, 124, 130-131, 137, 139, 141, 153, 345, 346, 348
c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).	Student Book: 105, 106, 107, 110, 115, 347, 355 Teacher's Edition: 105, 106, 107, 110, 115, 347, 355
d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).	Student Book: 105, 107, 109, 115, 119, 136, 347, 349, 350, 351-352, 355, 356 Teacher's Edition: 105, 107, 109, 115, 119, 136, 347, 349, 350, 351-352, 355, 356
e. Excludes extraneous details and inconsistencies.	Student Book: 154 Teacher's Edition: 154
f. Provides a sense of closure appropriate to the writing.	Student Book: 96, 108, 112, 117, 140, 146-147, 148-149, 150-151, 152-155, 343-352 Teacher's Edition: 96, 108, 112, 117, 140, 146-147, 148-149, 150-151, 152-155, 343-352

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The student produces <u>writing</u> (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	<p>Student Book: 72, 73-74, 75-77, 78-82, 158, 162, 164, 169, 182-183, 188, 194-195, 201, 204, 215</p> <p>Teacher’s Edition: 72, 73-74, 75-77, 78-82, 158, 162, 164, 169, 182-183, 188, 194-195, 201, 204, 215</p>
b. Establishes a statement as the main idea or topic sentence.	<p>Student Book: 159, 160, 169, 174-175, 180</p> <p>Teacher’s Edition: 159, 160, 169, 174-175, 180</p>
c. Develops a controlling idea that conveys a perspective on the subject.	<p>Student Book: 73-74, 159, 172-173, 180, 214-217</p> <p>Teacher’s Edition: 73-74, 159, 172-173, 180, 214-217</p>
d. Creates an organizing structure appropriate to purpose, audience, and context.	<p>Student Book: 72, 77, 82, 158, 162, 164, 168, 180-181, 188, 194-195, 204, 207, 215</p> <p>Teacher’s Edition: 72, 77, 82, 158, 162, 164, 168, 180-181, 188, 194-195, 204, 207, 215</p>
e. Develops the topic with supporting details.	<p>Student Book: 81, 174-175, 180, 204, 206-207, 208-209, 210-211, 214-217</p> <p>Teacher’s Edition: 81, 174-175, 180, 204, 206-207, 208-209, 210-211, 214-217</p>

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f. Excludes extraneous and inappropriate information.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 178-179, 217</p> <p>Teacher’s Edition: 178-179, 217</p>
g. Follows an organizational pattern appropriate to the type of composition.	<p>Student Book: 72, 77, 82, 158, 162, 164, 168, 180-181, 188, 194-195, 204, 204, 215</p> <p>Teacher’s Edition: 72, 77, 82, 158, 162, 164, 168, 180-181, 188, 194-195, 204, 204, 215</p>
h. Concludes with a detailed summary linked to the purpose of the composition.	<p>Student Book: 82, 160, 172, 176, 180, 204, 214-217</p> <p>Teacher’s Edition: 82, 160, 172, 176, 180, 204, 214-217</p>
The student produces <u>technical</u> writing (friendly letters, thank-you notes, formula poems, instructions, web pages) that:	
a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	<p>Student Book: 162, 163-164, 170, 172-176, 180, 212-213, 274-277, 576, 577</p> <p>Teacher’s Edition: 162, 163-164, 170, 172-176, 180, 212-213, 274-277, 576, 577</p>
b. Excludes extraneous and inappropriate information.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 178-179, 213, 275</p> <p>Teacher’s Edition: 178-179, 213, 275</p>

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c. Follows an organizational pattern appropriate to the type of composition.	Student Book: 162, 163-164, 170, 172-176, 180, 212-213, 274-277, 576, 577 Teacher's Edition: 162, 163-164, 170, 172-176, 180, 212-213, 274-277, 576, 577
d. Applies rules of Standard English.	The opportunity to address this objective is available. See the following: Student Book: 186-187, 189-191, 213, 275 Teacher's Edition: 186-187, 189-191, 213, 275
The student produces a response to <u>literature</u> that:	
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Student Book: 284, 288, 290, 293, 306-307, 312, 318-319, 325, 328, 339 Teacher's Edition: 284, 288, 290, 293, 306-307, 312, 318-319, 325, 328, 339
b. Demonstrates an understanding of the literary work.	Student Book: 283-286, 287-290, 291-294, 295-300, 330-331, 332-333, 336-341 Teacher's Edition: 283-286, 287-290, 291-294, 295-300, 330-331, 332-333, 336-341
c. Advances a judgment that is interpretive, analytic, evaluative, or reflective.	The opportunity to address this objective is available. See the following: Student Book: 284-286, 292-294, 295-300, 330-331, 332-333, 336-341 Teacher's Edition: 284-286, 292-294, 295-300, 330-331, 332-333, 336-341

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d. Organizes an interpretation around several clear ideas, premises, or images.	Student Book: 284-286, 292-294, 295-300, 330-331, 332-333, 334-335, 336-341 Teacher's Edition: 284-286, 292-294, 295-300, 330-331, 332-333, 334-335, 336-341
e. Supports a judgment through references to the text.	Student Book: 284-286, 292-294, 295-300, 330-331, 332-333, 336-341 Teacher's Edition: 284-286, 292-294, 295-300, 330-331, 332-333, 336-341
f. Provides a sense of closure to the writing.	Student Book: 286, 290, 296, 300 Teacher's Edition: 286, 290, 296, 300
The student produces a multi-paragraph <u>persuasive</u> essay that:	
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Student Book: 219-222, 230-232, 234-235, 555, 576 Teacher's Edition: 219-222, 230-232, 234-235, 555, 576
b. States a clear position of a proposition or proposal.	Student Book: 220, 224, 226, 232, 244-245, 250, 256-257, 263, 266, 279 Teacher's Edition: 220, 224, 226, 232, 244-245, 250, 256-257, 263, 266, 279
c. Supports the position with organized and relevant evidence.	Student Book: 221-222, 231, 232, 234, 236-237, 270-271, 278-281 Teacher's Edition: 221-222, 231, 232, 234, 236-237, 270-271, 278-281

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d. Excludes information and arguments that are irrelevant.	Student Book: 222 Teacher's Edition: 222
e. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Student Book: 222, 231, 232, 234, 235-238, 270-271, 272-273, 274-277, 278-281 Teacher's Edition: 222, 231, 232, 234, 235-238, 270-271, 272-273, 274-277, 278-281
f. Anticipates and addresses readers' concerns and counter-arguments.	The opportunity to address this objective is available. See the following: Student Book: 221-222, 230-232 Teacher's Edition: 221-222, 230-232
g. Provides a sense of closure to the writing.	Student Book: 222, 238, 270-271, 272-273, 274-275, 278-281 Teacher's Edition: 222, 238, 270-271, 272-273, 274-275, 278-281
ELA6W3 The student uses research and technology to support writing. The student	
a. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.	Student Book: 366, 367, 368, 373 Teacher's Edition: 366, 367, 368, 373
b. Includes researched information in different types of products (e.g., compositions, power point presentations, graphic organizers, projects, etc.).	Student Book: 388-393, 394-400, 405, 411-414 Teacher's Edition: 388-393, 394-400, 405, 411-414

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c. Cites references.	Student Book: 385, 391, 395, 397, 399 Teacher's Edition: 385, 391, 395, 397, 399
ELA6W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
a. Plans and drafts independently and resourcefully.	Student Book: 80-81, 101-106, 107-112, 165-170, 171-176, 227-232, 233-238, 291-294, 386-393, 394-400 Teacher's Edition: 80-81, 101-106, 107-112, 165-170, 171-176, 227-232, 233-238, 291-294, 386-393, 394-400
b. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.	Student Book: 74, 96, 114-115, 116-117, 178-179, 180-181, 222, 240-241, 286, 302-303, 304-305 Teacher's Edition: 74, 96, 114-115, 116-117, 178-179, 180-181, 222, 240-241, 286, 302-303, 304-305
c. Edits to correct errors in spelling, punctuation, etc.	Student Book: 126-127, 142, 155, 222, 252-253, 271, 275, 280- 281, 314-315, 349 Teacher's Edition: 126-127, 142, 155, 222, 252-253, 271, 275, 280- 281, 314-315, 349 Student Skillsbook: 3-6, 23-24, 41-44, 45-46, 47-48, 51-52

<p align="center">Georgia Performance Standards for English Language Arts, Sixth Grade</p>	<p align="center"><i>Write Source</i> ©2006</p>
<p>CONVENTIONS</p>	
<p>ELA6C1 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</p>	
<p>a. Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.</p>	
<p>i. Identifies and uses nouns – abstract, common, collective, plural, and possessive.</p>	<p>Student Book: 470, 630, 632-633</p> <p>Teacher’s Edition: 470, 630, 632-633</p> <p>Student Skillsbook: 123, 124, 125-126, 127-128</p>
<p>ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.</p>	<p>Student Book: 474, 475, 706-707, 708-709, 712-713, 714-715</p> <p>Teacher’s Edition: 474, 475, 706-707, 708-709, 712-713, 714-715</p> <p>Student Skillsbook: 133, 135-136, 139-140</p>
<p>iii. Identifies and uses adjectives – common, proper, and demonstrative.</p>	<p>Student Book: 253, 486, 732</p> <p>Teacher’s Edition: 253, 486, 732</p> <p>Student Skillsbook: 159-160, 161-162, 163-164, 165-166</p>
<p>iv. Identifies and uses verbs – action (transitive/intransitive), linking, and state-of-being.</p>	<p>Student Book: 41, 185, 473, 480, 482, 570</p> <p>Teacher’s Edition: 41, 185, 473, 480, 482, 570</p>

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v. Identifies and uses verb phrases – main verbs and helping verbs.	Student Book: 700-701, 730-731 Teacher’s Edition: 700-701, 730-731 Student Skillsbook: 145-146
vi. Identifies and uses adverbs.	Student Book: 120, 490-493, 736-737, 738-739 Teacher’s Edition: 120, 490-493, 736-737, 738-739 Student Skillsbook: 167-168, 169-170
vii. Identifies and uses prepositional phrases (preposition, object of the preposition and any of its modifiers)	Student Book: 181, 473, 494-495, 519 Teacher’s Edition: 181, 473, 494-495, 519 Student Skillsbook: 71-72, 171-172
viii. Identifies and uses conjunctions – coordinating, correlative, and common subordinating.	Student Book: 248, 249, 496-498, 552, 553 Teacher’s Edition: 248, 249, 496-498, 552, 553 Student Skillsbook: 175-176, 177-178, 179
ix. Identifies and uses interjections.	Student Book: 588-589, 746-747 Teacher’s Edition: 588-589, 746-747 Student Skillsbook: 173-174

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b. Recognizes basic parts of a sentence (subject, verb, direct object, predicate noun, predicate adjective).	Student Book: 501-503, 690-700 Teacher’s Edition: 501-503, 690-700 Student Skillsbook: 63-66, 67-68, 85-88, 89-90
c. Identifies and writes simple, compound, and complex sentences, avoiding fragments and run-ons.	Student Book: 123, 187, 248-249, 504-505, 506, 517 Teacher’s Edition: 123, 187, 248-249, 504-505, 506, 517 Student Skillsbook: 75-76, 77-80, 101-102, 103-106, 107-110
d. Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).	Student Book: 582-590, 594-595 Teacher’s Edition: 582-590, 594-595 Student Skillsbook: 9-10, 11-12, 13-14, 15-16, 17-20, 21-22
e. Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.	Student Book: 632-633, 642-644, 645-651 Teacher’s Edition: 632-633, 642-644, 645-651 Student Skillsbook: 51-52
f. Produces final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.	Student Book: 126-127, 142, 155, 222, 252-253, 271, 275, 280-281, 314-315, 349 Teacher’s Edition: 126-127, 142, 155, 222, 252-253, 271, 275, 280-281, 314-315, 349 Student Skillsbook: 3-6, 23-24, 41-44, 45-46, 47-48, 51-52

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LISTENING, SPEAKING, AND VIEWING	
ELA6LSV1 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.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 420-421</p> <p>Teacher’s Edition: 420-421</p>
b. Asks relevant questions.	<p>Student Book: 421</p> <p>Teacher’s Edition: 421</p>
c. Responds to questions with appropriate information.	<p>Student Book: 430</p> <p>Teacher’s Edition: 430</p>
d. Confirms understanding by paraphrasing the adult’s directions or suggestions.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 421</p> <p>Teacher’s Edition: 421</p>
e. Displays appropriate turn-taking behaviors.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 421, 422</p> <p>Teacher’s Edition: 421, 422</p>

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f. Actively solicits another person’s comments or opinions.	The opportunity to address this objective is available. See the following: Student Book: 430 Teacher’s Edition: 430
g. Offers own opinion forcefully without being domineering.	The opportunity to address this objective is available. See the following: Student Book: 420-422, 428 Teacher’s Edition: 420-422, 428
h. Responds appropriately to comments and questions.	Student Book: 420-421, 430 Teacher’s Edition: 420-421, 430
i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	The opportunity to address this objective is available. See the following: Student Book: 420-421 Teacher’s Edition: 420-421
j. Gives reasons in support of opinions expressed.	The opportunity to address this objective is available. See the following: Student Book: 420-421, 430 Teacher’s Edition: 420-421, 430

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k. Clarifies, illustrates, or expands on a response when asked to do so.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 420-422, 430</p> <p>Teacher’s Edition: 420-422, 430</p>
l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 420-421</p> <p>Teacher’s Edition: 420-421</p>
m. Writes a response to/reflection of interactions with others.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 420</p> <p>Teacher’s Edition: 420</p>
ELA6LSV2 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. The student will select and critically analyze messages using rubrics as assessment tools.	
When <u>responding</u> to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
a. Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 268-269, 334-335</p> <p>Teacher’s Edition: 268-269, 334-335</p>
b. Identifies the tone, mood, and emotion conveyed in the oral communication.	<p>Student Book: 418, 421, 428</p> <p>Teacher’s Edition: 418, 421, 428</p>

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When <u>delivering</u> or responding to presentations, the student:	
a. Gives oral presentations or dramatic interpretations for various purposes.	Student Book: 411-415, 423-430 Teacher's Edition: 411-415, 423-430
b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).	Student Book: 428-429, 430 Teacher's Edition: 428-429, 430
c. Uses language for dramatic effect.	The opportunity to address this objective is available. See the following: Student Book: 428-429, 430 Teacher's Edition: 428-429, 430
d. Uses rubrics as assessment tools.	Student Book: 415, 429 Teacher's Edition: 415, 429
e. Uses electronic media for presentations.	Student Book: 411-415 Teacher's Edition: 411-415



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correlated to
Georgia Performance Standards for English Language Arts
Seventh Grade

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READING AND LITERATURE	
ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	
For <u>literary texts</u> , the student identifies the characteristics of various genres and produces evidence of reading that:	
a. Distinguishes between the concepts of theme in a literary work and the author’s purpose in an expository text.	Student Book: 305, 352, 561 Teacher’s Edition: 305, 352, 561
b. Interprets a character’s traits, emotions, or motivations and gives supporting evidence from a text.	Student Book: 336-339, 340-341 Teacher’s Edition: 336-339, 340-341
c. Relates a literary work to information about its setting or historical moment.	The opportunity to address this objective is available. See the following: Student Book: 330-331 Teacher’s Edition: 330-331
d. Analyzes recurring and similar themes across a variety of selections, distinguishing theme from topic.	The opportunity to address this objective is available. See the following: Student Book: 293, 294, 302, 305, 352, 561 Teacher’s Edition: 293, 294, 302, 305, 352, 561

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e. Identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s).	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 293, 303, 334-335, 347, 351</p> <p>Teacher’s Edition: 293, 303, 334-335, 347, 351</p>
f. Analyzes characterization (dynamic and static) in prose and plays as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 285-286, 292, 293, 296-300, 334-335, 336-339, 340-341</p> <p>Teacher’s Edition: 285-286, 292, 293, 296-300, 334-335, 336-339, 340-341</p>
g. Explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:	
i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme)	<p>Student Book: 324-328</p> <p>Teacher’s Edition: 324-328</p>
ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole)	<p>Student Book: 326-327, 360-361</p> <p>Teacher’s Edition: 326-327, 360-361</p>
iii. Graphics (e.g., capital letters, line length, word position).	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 324, 326</p> <p>Teacher’s Edition: 324, 326</p>

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h. Identifies and analyzes how an author’s use of words creates tone and mood, giving supporting evidence from text.	Student Book: 41, 80, 120, 309, 352 Teacher’s Edition: 41, 80, 120, 309, 352
i. Identifies and analyzes similarities and differences in traditional literature from different cultures.	This standard falls outside the scope of Great Source <i>Write Source</i> .
For <u>informational texts</u> , the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
a. Analyzes common textual features to obtain information (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).	The opportunity to address this objective is available. See the following: Student Book: 332-333, 371, 372, 378-380, 397, 403-404 Teacher’s Edition: 332-333, 371, 372, 378-380, 397, 403-404
b. Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).	Student Book: 390, 391, 395, 412-414 Teacher’s Edition: 390, 391, 395, 412-414
c. Applies knowledge of common organizational structures and patterns (e.g., logical order, cause and effect relationships, comparison and contrast, transitions, overlays).	The opportunity to address this objective is available. See the following: Student Book: 158-160, 162-164, 168-170, 172 Teacher’s Edition: 158-160, 162-164, 168-170, 172
d. Recognizes and traces the development of the author’s argument for and against an issue.	The opportunity to address this objective is available. See the following: Student Book: 262-266 Teacher’s Edition: 262-266

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e. Identifies evidence used to support an argument.	The opportunity to address this objective is available. See the following: Student Book: 264 Teacher’s Edition: 264
f. Understands and explains the use of a simple device by following technical directions.	This objective falls outside the scope of Great Source <i>Write Source</i> .
ELA7R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
a. Determines the meaning of unfamiliar words using context clues (e.g., contrast, cause and effect, etc.).	Student Book: 562, 563 Teacher’s Edition: 562, 563
b. Uses knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine the meaning of unfamiliar words.	The opportunity to address this objective is available. See the following: Student Book: 564-569 Teacher’s Edition: 564-569
c. Identifies and explains idioms and analogies in prose and poetry.	The opportunity to address this objective is available. See the following: Student Book: 558-559 Teacher’s Edition: 558-559
d. Determines word meanings through the use of definition, example, restatement, or contrast.	The opportunity to address this objective is available. See the following: Student Book: 374-375, 562, 563, 564-569 Teacher’s Edition: 374-375, 562, 563, 564-569

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ELA7R3 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.	This standard falls outside the scope of Great Source <i>Write Source</i> .
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	This standard falls outside the scope of Great Source <i>Write Source</i> .
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	This standard falls outside the scope of Great Source <i>Write Source</i> .
READING ACROSS THE CURRICULUM	
ELA7RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	
ELA7RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
a. Identifies messages and themes from books in all subject areas.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 283-286, 287-290, 292-294, 295-300, 323-328, 332-333, 334-335, 336-341</p> <p>Teacher’s Edition: 283-286, 287-290, 292-294, 295-300, 323-328, 332-333, 334-335, 336-341</p>
b. Responds to a variety of texts in multiple modes of discourse.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 283-286, 287-290, 292-294, 295-300, 323-328, 332-333, 334-335, 336-341</p> <p>Teacher’s Edition: 283-286, 287-290, 292-294, 295-300, 323-328, 332-333, 334-335, 336-341</p>

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c. Relates messages and themes from one subject area to those in another area.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 283-286, 287-290, 292-294, 295-300, 323-328, 332-333, 334-335, 336-341</p> <p>Teacher’s Edition: 283-286, 287-290, 292-294, 295-300, 323-328, 332-333, 334-335, 336-341</p>
d. Evaluates the merits of texts in every subject discipline.	<p>This objective falls outside the scope of Great Source <i>Write Source</i>.</p>
e. Examines the author’s purpose in writing.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 284, 323-328, 334-335</p> <p>Teacher’s Edition: 284, 323-328, 334-335</p>
f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 371</p> <p>Teacher’s Edition: 371</p>
ELA7RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 562, 563</p> <p>Teacher’s Edition: 562, 563</p>

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b. Uses content vocabulary in writing and speaking.	The opportunity to address this objective is available. See the following: Student Book: 560-561, 562-563 Teacher's Edition: 560-561, 562-563
c. Explores understanding of new words found in subject area texts.	The opportunity to address this objective is available. See the following: Student Book: 562-563 Teacher's Edition: 562-563
ELA7RC4 The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	The opportunity to address this objective is available. See the following: Student Book: 431-433, 434, 435-438, 439-440, 544 Teacher's Edition: 431-433, 434, 435-438, 439-440, 544
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	This objective falls outside the scope of Great Source <i>Write Source</i> .
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	Student Book: 562-563 Teacher's Edition: 562-563

Georgia Performance Standards for English Language Arts, Seventh Grade	Write Source ©2006
WRITING	
ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides 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: 144-145, 150-151, 152-154, 210-211, 214-216, 261-266, 268-269, 278-280, 323-328, 336-341</p> <p>Teacher’s Edition: 144-145, 150-151, 152-154, 210-211, 214-216, 261-266, 268-269, 278-280, 323-328, 336-341</p>
b. Writes texts of a length appropriate to address the topic or tell the story.	<p>Student Book: 144-145, 150-151, 152-154, 210-211, 214-216, 261-266, 268-269, 278-280, 323-328, 336-341</p> <p>Teacher’s Edition: 144-145, 150-151, 152-154, 210-211, 214-216, 261-266, 268-269, 278-280, 323-328, 336-341</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: 104, 139, 152-155, 166-167, 202-203, 214-217, 221, 228-229, 270-271, 278-281</p> <p>Teacher’s Edition: 104, 139, 152-155, 166-167, 202-203, 214-217, 221, 228-229, 270-271, 278-281</p>
d. Uses appropriate structures to ensure coherence (e.g., transition elements).	<p>Student Book: 39, 116, 117, 298, 304, 561, 572-573</p> <p>Teacher’s Edition: 39, 116, 117, 298, 304, 561, 572-573</p>
e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	<p>Student Book: 88-89, 152-155, 208-209, 214-217, 261-266, 278-281, 554, 558</p> <p>Teacher’s Edition: 88-89, 152-155, 208-209, 214-217, 261-266, 278-281, 554, 558</p>

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ELA7W2 The student demonstrates competence in a variety of genres.	
The student produces a <u>narrative</u> (fictional, personal, experimental) that:	
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).	<p>Student Book: 93-96, 98-100, 102-112, 135-140, 343-348, 351-352</p> <p>Teacher’s Edition: 93-96, 98-100, 102-112, 135-140, 343-348, 351-352</p>
b. Creates an organizing structure appropriate to purpose, audience, and context.	<p>Student Book: 95-96, 104, 116-117, 139-140, 152-155, 347, 350, 356</p> <p>Teacher’s Edition: 95-96, 104, 116-117, 139-140, 152-155, 347, 350, 356</p>
c. Develops characters using standard methods of characterization.	<p>Student Book: 346-348</p> <p>Teacher’s Edition: 346-348</p>
d. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).	<p>Student Book: 105, 114, 115, 140, 346-348, 353-356</p> <p>Teacher’s Edition: 105, 114, 115, 140, 346-348, 353-356</p>
e. Excludes extraneous details and inconsistencies.	<p>Student Book: 96, 141, 154</p> <p>Teacher’s Edition: 96, 141, 154</p>
f. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, tone, and mood).	<p>Student Book: 93-96, 97-100, 101-106, 109-112, 114-115, 118-119, 120-121, 126, 140, 347, 348, 350, 351-352, 353-356</p> <p>Teacher’s Edition: 93-96, 97-100, 101-106, 109-112, 114-115, 118-119, 120-121, 126, 140, 347, 348, 350, 351-352, 353-356</p>

Georgia Performance Standards for English Language Arts, Seventh Grade	<i>Write Source</i> ©2006
g. Provides a sense of closure to the writing.	<p>Student Book: 96, 112, 140, 144-145, 146-147, 148-149, 150-151, 154, 155, 347, 348</p> <p>Teacher’s Edition: 96, 112, 140, 144-145, 146-147, 148-149, 150-151, 154, 155, 347, 348</p>
The student produces <u>writing</u> (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	<p>Student Book: 158, 160, 162, 170, 173, 178, 182-183, 194-195, 201, 204</p> <p>Teacher’s Edition: 158, 160, 162, 170, 173, 178, 182-183, 194-195, 201, 204</p>
b. Develops a controlling idea that conveys a perspective on the subject.	<p>Student Book: 73, 82, 162, 166, 178-179, 194-195, 202, 204</p> <p>Teacher’s Edition: 73, 82, 162, 166, 178-179, 194-195, 202, 204</p>
c. Creates an organizing structure appropriate to purpose, audience, and context.	<p>Student Book: 73, 79, 80-82, 168, 180-181, 188, 203, 201, 209</p> <p>Teacher’s Edition: 73, 79, 80-82, 168, 180-181, 188, 203, 201, 209</p>
d. Develops the topic with supporting details.	<p>Student Book: 73-74, 78, 82, 159-160, 167, 170, 210-211, 212-213</p> <p>Teacher’s Edition: 73-74, 78, 82, 159-160, 167, 170, 210-211, 212-213</p>
e. Excludes extraneous and inappropriate information.	<p>Student Book: 74, 82, 181</p> <p>Teacher’s Edition: 74, 82, 181</p>

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f. Follows an organizational pattern appropriate to the type of composition.	Student Book: 73, 79, 80-82, 168, 180-181, 188, 203, 201, 209 Teacher's Edition: 73, 79, 80-82, 168, 180-181, 188, 203, 201, 209
g. Concludes with a detailed summary linked to the purpose of the composition.	Student Book: 74, 82, 172, 176, 204, 214-217 Teacher's Edition: 74, 82, 172, 176, 204, 214-217
The student produces <u>technical</u> writing (business correspondence, instructions and procedures, web pages) that:	
a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	Student Book: 212-213, 274-277, 576, 577 Teacher's Edition: 212-213, 274-277, 576, 577
b. Excludes extraneous and inappropriate information.	The opportunity to address this objective is available. See the following: Student Book: 212-213 Teacher's Edition: 212-213
c. Follows an organizational pattern appropriate to the type of composition.	Student Book: 212-213, 274-277, 576, 577 Teacher's Edition: 212-213, 274-277, 576, 577
d. Applies rules of Standard English.	Student Book: 212-213, 274-277 Teacher's Edition: 212-213, 274-277

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The student produces a response to <u>literature</u> that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, or otherwise developing reader interest.	The opportunity to address this objective is available. See the following: Student Book: 288, 293, 306-307, 312, 318-319 Teacher’s Edition: 288, 293, 306-307, 312, 318-319
b. Demonstrates an understanding of the literary work.	Student Book: 284-286, 289, 291-294, 323-328, 330-331, 334-335, 336-341 Teacher’s Edition: 284-286, 289, 291-294, 323-328, 330-331, 334-335, 336-341
c. Organizes an interpretation around several clear ideas, premises, or images from the original work.	Student Book: 287-294, 295-300, 303, 323-328, 336-341 Teacher’s Edition: 287-294, 295-300, 303, 323-328, 336-341
d. Supports a judgment through references to the text and personal knowledge.	The opportunity to address this objective is available. See the following: Student Book: 287-294, 295-300, 303, 323-328, 336-341 Teacher’s Edition: 287-294, 295-300, 303, 323-328, 336-341
e. Justifies interpretations through sustained use of examples and textual evidence from the literary work.	The opportunity to address this objective is available. See the following: Student Book: 287-294, 295-300, 303, 323-328, 336-341 Teacher’s Edition: 287-294, 295-300, 303, 323-328, 336-341

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f. Provides a sense of closure to the writing.	Student Book: 286, 290, 296, 300, 327, 330-331, 339 Teacher's Edition: 286, 290, 296, 300, 327, 330-331, 339
The student produces a multi-paragraph <u>persuasive</u> essay that:	
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Student Book: 224, 226, 231, 244-245, 250, 256-257, 263, 266, 281 Teacher's Edition: 224, 226, 231, 244-245, 250, 256-257, 263, 266, 281
b. States a clear position or perspective in support of a proposition or proposal.	Student Book: 219-222, 223-232, 233-238, 261-266, 268-269, 270-273, 274-275, 278-281 Teacher's Edition: 219-222, 223-232, 233-238, 261-266, 268-269, 270-273, 274-275, 278-281
c. Describes the points in support of the proposition, employing well-articulated, relevant evidence.	Student Book: 219-222, 223-232, 233-238, 261-266, 268-269, 270-273, 274-275, 278-281 Teacher's Edition: 219-222, 223-232, 233-238, 261-266, 268-269, 270-273, 274-275, 278-281
d. Excludes information and arguments that are irrelevant.	The opportunity to address this objective is available. See the following: Student Book: 241 Teacher's Edition: 241

Georgia Performance Standards for English Language Arts, Seventh Grade	<i>Write Source</i> ©2006
e. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Student Book: 221, 222, 232, 234-238, 242-243, 265, 266, 268-269, 270-271, 272-273, 274-275, 278-281 Teacher's Edition: 221, 222, 232, 234-238, 242-243, 265, 266, 268-269, 270-271, 272-273, 274-275, 278-281
f. Anticipates and addresses readers' concerns and counter-arguments.	Student Book: 238, 241 Teacher's Edition: 238, 241
g. Provides a sense of closure to the writing.	
ELA7W3 The student uses research and technology to support writing. The student	
a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.	Student Book: 387-389 Teacher's Edition: 387-389
b. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	Student Book: 393, 397, 403-404 Teacher's Edition: 393, 397, 403-404
c. Includes researched information in different types of products (e.g., compositions, power point presentations, graphic organizers, projects, etc.).	Student Book: 411-414 Teacher's Edition: 411-414
d. Documents sources	Student Book: 393, 397, 403-404 Teacher's Edition: 393, 397, 403-404

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ELA7W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
a. Plans and drafts independently and resourcefully.	<p>Student Book: 73, 101-106, 107-112, 159, 165-170, 171-176, 227-232, 295-300, 355-356, 396-404</p> <p>Teacher’s Edition: 73, 101-106, 107-112, 159, 165-170, 171-176, 227-232, 295-300, 355-356, 396-404</p>
b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	<p>Student Book: 167, 170, 203, 232, 391, 395, 441-448</p> <p>Teacher’s Edition: 167, 170, 203, 232, 391, 395, 441-448</p>
c. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.	<p>Student Book: 116-117, 141, 145, 178-179, 180-181, 242-243, 266, 301-302, 304-305</p> <p>Teacher’s Edition: 116-117, 141, 145, 178-179, 180-181, 242-243, 266, 301-302, 304-305</p>
d. Edits writing to improve word choice after checking the precision of the vocabulary.	<p>Student Book: 120-121, 141, 145, 184-185, 246-247, 266, 308-309, 328, 348, 406</p> <p>Teacher’s Edition: 120-121, 141, 145, 184-185, 246-247, 266, 308-309, 328, 348, 406</p> <p>Student Skillsbook: 61-65, 66</p>

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CONVENTIONS	
ELA7C1 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. Identifies and writes simple, compound, complex, and compound-complex sentences correctly, punctuating properly, avoiding fragments and run-ons, adding or deleting modifiers, combining or revising sentences.	<p>Student Book: 248, 249, 252, 253, 310, 311, 488, 496, 503-504, 505, 506, 512-514, 515, 516, 517, 533</p> <p>Teacher’s Edition: 248, 249, 252, 253, 310, 311, 488, 496, 503-504, 505, 506, 512-514, 515, 516, 517, 533</p> <p>Student Skillsbook: 80, 81-84, 91-92, 109-110, 111-116, 117-118</p>
b. Identifies and writes correctly punctuated adjective and adverb clauses.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 191</p> <p>Teacher’s Edition: 191</p> <p>Student Skillsbook: 75-76</p>
c. Uses standard subject-verb and pronoun-antecedent agreement.	<p>Student Book: 477-478, 508-509</p> <p>Teacher’s Edition: 477-478, 508-509</p> <p>Student Skillsbook: 93-98, 99, 147-150</p>
d. Identifies and uses verb tenses consistently (simple and perfect).	<p>Student Book: 314, 483-484, 720-726</p> <p>Teacher’s Edition: 314, 483-484, 720-726</p> <p>Student Skillsbook: 153-154, 157-158</p>

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e. Demonstrates correct usage of comparative and superlative forms of adjectives and adverbs.	Student Book: 487, 491 Teacher's Edition: 487, 491 Student Skillsbook: 169-170, 173-174
f. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, and split dialogue).	Student Book: 191, 252, 253, 315, 582-590, 594 Teacher's Edition: 191, 252, 253, 315, 582-590, 594 Student Skillsbook: 11-14, 15-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30
g. Distinguishes differences in meaning and spelling of commonly confused homonyms.	Student Book: 652-687 Teacher's Edition: 652-687
h. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.	Student Book: 125-128, 142, 189-192, 222, 251-254, 286, 313-316, 328, 357, 407-408 Teacher's Edition: 125-128, 142, 189-192, 222, 251-254, 286, 313-316, 328, 357, 407-408

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LISTENING, SPEAKING, AND VIEWING	
ELA7LSV1 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.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 420-421, 422</p> <p>Teacher’s Edition: 420-421, 422</p>
b. Asks relevant questions.	<p>Student Book: 421, 422</p> <p>Teacher’s Edition: 421, 422</p>
c. Responds to questions with appropriate information.	<p>Student Book: 420-421, 422</p> <p>Teacher’s Edition: 420-421, 422</p>
d. Confirms understanding by paraphrasing the adult’s directions or suggestions.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 418, 421</p> <p>Teacher’s Edition: 418, 421</p>
e. Displays appropriate turn-taking behaviors.	<p>Student Book: 420-421, 422</p> <p>Teacher’s Edition: 420-421, 422</p>
f. Actively solicits another person’s comments or opinions.	<p>Student Book: 421, 422</p> <p>Teacher’s Edition: 421, 422</p>

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g. Offers own opinion forcefully without domineering.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 419, 420-421, 422</p> <p>Teacher’s Edition: 419, 420-421, 422</p>
h. Responds appropriately to comments and questions.	<p>Student Book: 420-421, 422</p> <p>Teacher’s Edition: 420-421, 422</p>
i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 420-421, 422</p> <p>Teacher’s Edition: 420-421, 422</p>
j. Gives reasons in support of opinions expressed.	<p>Student Book: 422</p> <p>Teacher’s Edition: 422</p>
k. Clarifies, illustrates, or expands on a response when asked to do so.	<p>Student Book: 421</p> <p>Teacher’s Edition: 421</p>
l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 420-421, 422</p> <p>Teacher’s Edition: 420-421, 422</p>

Georgia Performance Standards for English Language Arts, Seventh Grade	<i>Write Source</i> ©2006
m. Develops an outline that highlights the important issues discussed.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 418, 420</p> <p>Teacher’s Edition: 418, 420</p>
ELA7LSV2 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. The student will select and critically analyze messages using rubrics as assessment tools.	
When <u>responding</u> to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
a. Analyzes the effect on the viewer of image, text, and sound in electronic journalism.	This standard falls outside the scope of Great Source <i>Write Source</i> .
b. Identifies the techniques used to achieve the effects studied in each instance.	This standard falls outside the scope of Great Source <i>Write Source</i> .
When <u>delivering</u> and responding to presentations, the student:	
a. Gives oral presentations or dramatic interpretations for various purposes.	<p>Student Book: 423-430</p> <p>Teacher’s Edition: 423-430</p>
b. Organizes information to achieve particular purposes and to appeal to the background and interests of the audience.	<p>Student Book: 426-427</p> <p>Teacher’s Edition: 426-427</p>
c. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).	<p>Student Book: 428-429, 430</p> <p>Teacher’s Edition: 428-429, 430</p>

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d. Uses language for dramatic effect.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 424, 426, 428</p> <p>Teacher’s Edition: 424, 426, 428</p>
e. Uses rubrics as assessment tools.	<p>Student Book: 415, 429</p> <p>Teacher’s Edition: 415, 429</p>
f. Responds to oral communications with questions, challenges, or affirmations.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 421, 430</p> <p>Teacher’s Edition: 421, 430</p>
g. Uses multimedia in presentations.	<p>Student Book: 411-415, 425</p> <p>Teacher’s Edition: 411-415, 425</p>



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correlated to
Georgia Performance Standards for English Language Arts
Eighth Grade

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
READING AND LITERATURE	
ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	
For <u>literary texts</u> , the student identifies the characteristics of various genres and produces evidence of reading that:	
a. Identifies the difference between the concepts of theme in a literary work and author's purpose in an expository text.	The opportunity to address this objective is available. See the following: Student Book: 283-285, 287-290, 323-325, 329-333, 340-341 Teacher's Edition: 283-285, 287-290, 323-325, 329-333, 340-341
b. Compares and contrasts genre characteristics from two or more selections of literature.	The opportunity to address this objective is available. See the following: Student Book: 447 Teacher's Edition: 447
c. Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).	The opportunity to address this objective is available. See the following: Student Book: 351, 554 Teacher's Edition: 351, 554

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	This objective falls outside the scope of Great Source <i>Write Source</i> .
e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.	The opportunity to address this objective is available. See the following: Student Book: 283-286, 287-290, 351 Teacher's Edition: 283-286, 287-290, 351
f. Evaluates the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	The opportunity to address this objective is available. See the following: Student Book: 351 Teacher's Edition: 351
g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:	
i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter)	The opportunity to address this objective is available. See the following: Student Book: 356, 360, 361 Teacher's Edition: 356, 360, 361
ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).	The opportunity to address this objective is available. See the following: Student Book: 37, 360 Teacher's Edition: 37, 360

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
h. Analyzes and evaluates how an author’s use of words creates tone and mood and provides supporting details from text.	The opportunity to address this objective is available. See the following: Student Book: 41, 106, 119, 121, 307, 325, 351 Teacher’s Edition: 41, 106, 119, 121, 307, 325, 351
For <u>informational texts</u> , the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).	The opportunity to address this objective is available. See the following: Student Book: 369, 370, 385, 392, 396, 403-404, 524-525 Teacher’s Edition: 369, 370, 385, 392, 396, 403-404, 524-525
b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).	Student Book: 203, 447, 534, 537, 548-549, 551, 801-805 Teacher’s Edition: 203, 447, 534, 537, 548-549, 551, 801-805
c. Recognizes and traces the development of an author’s argument, point of view, or perspective in text.	The opportunity to address this objective is available. See the following: Student Book: 352 Teacher’s Edition: 352
d. Understands and explains the use of a complex mechanical device by following technical directions.	This objective falls outside the scope of Great Source <i>Write Source</i> .
e. Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem.	This objective falls outside the scope of Great Source <i>Write Source</i> .

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.	<p>Student Book: 106, 120-121, 372, 373, 470-473, 474-479, 480-485, 486-489, 490-493, 560</p> <p>Teacher's Edition: 106, 120-121, 372, 373, 470-473, 474-479, 480-485, 486-489, 490-493, 560</p>
b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.	<p>Student Book: 562, 563</p> <p>Teacher's Edition: 562, 563</p>
c. Demonstrates an initial understanding of the history of the English Language.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 562, 564-569</p> <p>Teacher's Edition: 562, 564-569</p>
ELA8R3 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.	This objective falls outside the scope of Great Source <i>Write Source</i> .
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	This objective falls outside the scope of Great Source <i>Write Source</i> .
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	This objective falls outside the scope of Great Source <i>Write Source</i> .

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
READING ACROSS THE CURRICULUM	
ELA8RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	
ELA8RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
a. Identifies messages and themes from books in all subject areas.	The opportunity to address this objective is available. See the following: Student Book: 283-285, 287-290, 323-325, 329-333, 340-341 Teacher’s Edition: 283-285, 287-290, 323-325, 329-333, 340-341
b. Responds to a variety of texts in multiple modes of discourse.	This objective falls outside the scope of Great Source <i>Write Source</i> .
c. Relates messages and themes from one subject area to those in another area.	This objective falls outside the scope of Great Source <i>Write Source</i> .
d. Evaluates the merits of texts in every subject discipline.	This objective falls outside the scope of Great Source <i>Write Source</i> .
e. Examines the author’s purpose in writing.	The opportunity to address this objective is available. See the following: Student Book: 283-285, 287-290, 323-325, 329-333, 340-341 Teacher’s Edition: 283-285, 287-290, 323-325, 329-333, 340-341
f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	Student Book: 42, 138, 150, 166, 221, 265, 330, 355, 414, 484 Teacher’s Edition: 42, 138, 150, 166, 221, 265, 330, 355, 414, 484

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ELA8RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	The opportunity to address this objective is available. See the following: Student Book: 562-563 Teacher's Edition: 562-563
b. Uses content vocabulary in writing and speaking.	The opportunity to address this objective is available. See the following: Student Book: 560-561, 562-563 Teacher's Edition: 560-561, 562-563
c. Explores understanding of new words found in subject area texts.	The opportunity to address this objective is available. See the following: Student Book: 562 Teacher's Edition: 562

<p align="center">Georgia Performance Standards for English Language Arts, Eighth Grade</p>	<p align="center"><i>Write Source</i> ©2006</p>
<p>ELA8RC4 The student establishes a context for information acquired by reading across subject areas. The student</p>	
<p>a. Explores life experiences related to subject area content.</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 144-145, 146-147, 148-149, 150-151, 431-434, 435-438, 439-440, 544</p> <p>Teacher’s Edition: 144-145, 146-147, 148-149, 150-151, 431-434, 435-438, 439-440, 544</p>
<p>b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.</p>	<p>This objective falls outside the scope of Great Source <i>Write Source</i>.</p>
<p>c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 562, 563</p> <p>Teacher’s Edition: 562, 563</p>
<p>WRITING</p>	
<p>ELA8W1 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</p>	
<p>a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p>	<p>Student Book: 154-155, 202-204, 216-217, 264-266, 280-281, 326-328, 340-341, 386-402, 449-458</p> <p>Teacher’s Edition: 154-155, 202-204, 216-217, 264-266, 280-281, 326-328, 340-341, 386-402, 449-458</p>
<p>b. Writes texts of a length appropriate to address the topic or tell the story.</p>	<p>Student Book: 154-155, 202-204, 216-217, 264-266, 280-281, 326-328, 340-341, 386-402, 449-458</p> <p>Teacher’s Edition: 154-155, 202-204, 216-217, 264-266, 280-281, 326-328, 340-341, 386-402, 449-458</p>

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©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: 105, 168, 170, 203, 447, 534, 537, 548 Teacher’s Edition: 105, 168, 170, 203, 447, 534, 537, 548
d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).	Student Book: 38, 42, 109, 236, 299, 512, 522, 539, 559, 572-573 Teacher’s Edition: 38, 42, 109, 236, 299, 512, 522, 539, 559, 572-573
e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Student Book: 37, 221, 229, 231-232, 270-271, 272-273, 280-281, 531, 554, 555, 558 Teacher’s Edition: 37, 221, 229, 231-232, 270-271, 272-273, 280-281, 531, 554, 555, 558
ELA8W2 The student demonstrates competence in a variety of genres.	
The student produces a <u>narrative</u> (fictional, personal, experimental) that:	
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).	Student Book: 93-96, 99, 103, 109, 115, 117, 138-139, 140, 144-145, 146-147, 148-149, 150-151, 152-155 Teacher’s Edition: 93-96, 99, 103, 109, 115, 117, 138-139, 140, 144-145, 146-147, 148-149, 150-151, 152-155
b. Creates an organizing structure appropriate to purpose, audience, and context.	Student Book: 95, 98, 105, 117, 138-139, 140, 145, 147, 149, 151, 155 Teacher’s Edition: 95, 98, 105, 117, 138-139, 140, 145, 147, 149, 151, 155

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
c. Relates a clear, coherent incident, event, or situation by using well-chosen details.	<p>Student Book: 95-96, 102, 105, 110-111, 114, 118, 122-123, 139, 140, 144-145, 146-147, 148-149, 150-151, 152-155</p> <p>Teacher's Edition: 95-96, 102, 105, 110-111, 114, 118, 122-123, 139, 140, 144-145, 146-147, 148-149, 150-151, 152-155</p>
d. Reveals the significance of the writer's attitude about the subject.	<p>Student Book: 105, 106, 111, 118-119, 121, 145, 147, 149, 155</p> <p>Teacher's Edition: 105, 106, 111, 118-119, 121, 145, 147, 149, 155</p>
e. Develops complex major and minor characters using standard methods of characterization.	<p>Student Book: 138, 145, 149</p> <p>Teacher's Edition: 138, 145, 149</p>
f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).	<p>Student Book: 96, 106, 110, 114, 120-121, 140, 155</p> <p>Teacher's Edition: 96, 106, 110, 114, 120-121, 140, 155</p>
g. Excludes extraneous and inappropriate information.	<p>Student Book: 147</p> <p>Teacher's Edition: 147</p>
h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).	<p>Student Book: 110-111, 116, 118-119, 120-121, 140, 145, 149, 155</p> <p>Teacher's Edition: 110-111, 116, 118-119, 120-121, 140, 145, 149, 155</p>

Georgia Performance Standards for English Language Arts, Eighth Grade	Write Source ©2006
i. Provides a sense of closure appropriate to the writing.	<p>Student Book: 108, 112, 117, 140, 144-145, 146-147, 148-149, 150-151, 153-155</p> <p>Teacher’s Edition: 108, 112, 117, 140, 144-145, 146-147, 148-149, 150-151, 153-155</p>
The student produces <u>writing</u> (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	<p>Student Book: 82, 162, 165-167, 169, 173, 182-183, 188, 194-195, 217</p> <p>Teacher’s Edition: 82, 162, 165-167, 169, 173, 182-183, 188, 194-195, 217</p>
b. Develops a controlling idea that conveys a perspective on the subject.	<p>Student Book: 35, 73, 78, 159, 160, 165-167, 170, 172, 202-204, 211, 217</p> <p>Teacher’s Edition: 35, 73, 78, 159, 160, 165-167, 170, 172, 202-204, 211, 217</p>
c. Creates an organizing structure appropriate to purpose, audience, and context.	<p>Student Book: 80-82, 162, 168, 180-181, 188, 194-195, 200-204, 207, 209, 211, 213, 217</p> <p>Teacher’s Edition: 80-82, 162, 168, 180-181, 188, 194-195, 200-204, 207, 209, 211, 213, 217</p>
d. Develops the topic with supporting details.	<p>Student Book: 35, 73, 78, 159, 160, 165-167, 170, 172, 202-204, 217</p> <p>Teacher’s Edition: 35, 73, 78, 159, 160, 165-167, 170, 172, 202-204, 217</p>

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e. Excludes extraneous and inappropriate information.	Student Book: 74, 82, 160, 213 Teacher's Edition: 74, 82, 160, 213
f. Follows an organizational pattern appropriate to the type of composition.	Student Book: 80-82, 162, 168, 180-181, 188, 194-195, 200-204, 207, 209, 211, 213, 217 Teacher's Edition: 80-82, 162, 168, 180-181, 188, 194-195, 200-204, 207, 209, 211, 213, 217
g. Concludes with a detailed summary linked to the purpose of the composition.	Student Book: 82, 160, 176, 204, 208, 211, 217 Teacher's Edition: 82, 160, 176, 204, 208, 211, 217
The student produces <u>technical</u> writing (business correspondence, resumes, job applications, application essays, web pages) that:	
a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	Student Book: 150-151, 212-213, 274-277, 576, 577 Teacher's Edition: 150-151, 212-213, 274-277, 576, 577
b. Excludes extraneous and inappropriate information.	Student Book: 213 Teacher's Edition: 213
c. Follows an organizational pattern appropriate to the type of composition.	Student Book: 150-151, 212-213, 274-277, 576, 577 Teacher's Edition: 150-151, 212-213, 274-277, 576, 577

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d. Applies rules of Standard English.	The opportunity to address this objective is available. See the following: Student Book: 151, 213, 275 Teacher's Edition: 151, 213, 275
The student produces a response to <u>literature</u> that:	
a. Engages the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest.	Student Book: 288, 292, 306-307, 312, 318-319, 326, 328, 336-341 Teacher's Edition: 288, 292, 306-307, 312, 318-319, 326, 328, 336-341
b. Demonstrates an understanding of the literary work.	Student Book: 283-286, 287-294, 302, 323-326, 336-341 Teacher's Edition: 283-286, 287-294, 302, 323-326, 336-341
c. Supports a judgment through references to the text and personal knowledge.	The opportunity to address this objective is available. See the following: Student Book: 283-286, 288, 291-294, 295-300, 304 Teacher's Edition: 283-286, 288, 291-294, 295-300, 304
d. Justifies interpretations through sustained use of examples and textual evidence from the literary work.	Student Book: 283-286, 288, 291-294, 295-300, 304 Teacher's Edition: 283-286, 288, 291-294, 295-300, 304

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
e. Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.	The opportunity to address this objective is available. See the following: Student Book: 283-286, 288, 291-294, 295-300, 304 Teacher's Edition: 283-286, 288, 291-294, 295-300, 304
f. Produces a judgment that is interpretive, analytic, evaluative, or reflective (orally, graphically, in writing).	The opportunity to address this objective is available. See the following: Student Book: 283-286, 288, 291-294, 295-300, 304 Teacher's Edition: 283-286, 288, 291-294, 295-300, 304
g. Anticipates and answers a reader's questions.	The opportunity to address this objective is available. See the following: Student Book: 283-286, 288, 291-294, 295-300, 304 Teacher's Edition: 283-286, 288, 291-294, 295-300, 304
h. Provides a sense of closure to the writing.	Student Book: 286, 290, 300, 305, 325, 327 Teacher's Edition: 286, 290, 300, 305, 325, 327

Georgia Performance Standards for English Language Arts, Eighth Grade	Write Source ©2006
The student produces a multi-paragraph persuasive essay that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	Student Book: 222, 224, 233-238, 244-245, 250, 256-257, 266, 281 Teacher’s Edition: 222, 224, 233-238, 244-245, 250, 256-257, 266, 281
b. States a clear position or perspective in support of a proposition or proposal.	Student Book: 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281 Teacher’s Edition: 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281
c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.	Student Book: 219-222, 227-232, 233-238, 243, 264-265, 266, 268-269, 270-271, 272-273, 274-277, 281 Teacher’s Edition: 219-222, 227-232, 233-238, 243, 264-265, 266, 268-269, 270-271, 272-273, 274-277, 281
d. Includes appropriate relevant information and arguments.	Student Book: 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281 Teacher’s Edition: 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281
e. Excludes information and arguments that are irrelevant.	The opportunity to address this objective is available. See the following: Student Book: 242-243, 268-269, 270-271, 272-273, 274-275 Teacher’s Edition: 242-243, 268-269, 270-271, 272-273, 274-275

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
f. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.	Student Book: 221, 229, 230, 241, 242-243 Teacher's Edition: 221, 229, 230, 241, 242-243
g. Supports arguments with detailed evidence, citing sources of information as appropriate.	Student Book: 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281 Teacher's Edition: 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281
h. Anticipates and addresses reader concerns and counter-arguments.	Student Book: 221, 229, 230, 241, 242-243 Teacher's Edition: 221, 229, 230, 241, 242-243
i. Provides a sense of closure to the writing.	Student Book: 238, 266, 268-269, 270-271, 274-275 Teacher's Edition: 238, 266, 268-269, 270-271, 274-275
The student produces a piece of writing drawn from <u>research</u> that:	
a. Poses relevant and tightly drawn questions about the topic.	Student Book: 387, 389, 390, 397 Teacher's Edition: 387, 389, 390, 397
b. Engages the reader by establishing a context.	Student Book: 397 Teacher's Edition: 397
c. Conveys clear and accurate perspectives on the subject.	Student Book: 375-378, 398-401 Teacher's Edition: 375-378, 398-401

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d. States a thesis.	Student Book: 380, 393, 394, 397, 561 Teacher's Edition: 380, 393, 394, 397, 561
e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.	Student Book: 375-378, 390-391, 397-402 Teacher's Edition: 375-378, 390-391, 397-402
f. Uses a variety of primary and secondary sources and distinguishes the nature and value of each.	Student Book: 364, 374 Teacher's Edition: 364, 374
g. Organizes and displays information on charts, maps, and graphs.	Student Book: 381, 389, 412-414 Teacher's Edition: 381, 389, 412-414
h. Provides a sense of closure to the writing.	Student Book: 378, 384, 402 Teacher's Edition: 378, 384, 402
i. Documents resources (bibliography, footnotes, endnotes, etc.).	Student Book: 382, 385, 392, 396, 403-404 Teacher's Edition: 382, 385, 392, 396, 403-404
ELA8W3 The student uses research and technology to support writing. The student	
a. Plans and conducts multiple-step information searches by using computer networks and modems.	Student Book: 365, 367 Teacher's Edition: 365, 367

Georgia Performance Standards for English Language Arts, Eighth Grade	<i>Write Source</i> ©2006
b. Achieves an effective balance between researched information and original ideas.	The opportunity to address this objective is available. See the following: Student Book: 378, 391, 394 Teacher's Edition: 378, 391, 394
c. Avoids plagiarism.	Student Book: 391 Teacher's Edition: 391
ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
a. Plans and drafts independently and resourcefully.	Student Book: 73, 80-82, 107-112, 138-139, 159, 222, 286, 295-300, 377, 378 Teacher's Edition: 73, 80-82, 107-112, 138-139, 159, 222, 286, 295-300, 377, 378
b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.	Student Book: 22, 74, 82, 96, 113-124, 141, 160, 177-188, 301-312, 405-406 Teacher's Edition: 22, 74, 82, 96, 113-124, 141, 160, 177-188, 301-312, 405-406
c. Edits writing to improve word choice, grammar, punctuation, etc.	Student Book: 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408 Teacher's Edition: 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408 Student Skillsbook: 41-42, 43-44, 45-46, 47-48, 49

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CONVENTIONS	
ELA8C1 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. Declines pronouns by gender and case, and demonstrates correct usage in sentences.	<p>Student Book: 252-253, 474-479, 515, 706-715</p> <p>Teacher’s Edition: 252-253, 474-479, 515, 706-715</p> <p>Student Skillsbook: 139-140, 141-142, 145-146, 147-148, 149-150, 151-152</p>
b. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.	<p>Student Book: 191, 222, 248, 314-316, 502, 503, 504, 516, 517, 518, 579-614</p> <p>Teacher’s Edition: 191, 222, 248, 314-316, 502, 503, 504, 516, 517, 518, 579-614</p> <p>Student Skillsbook: 14, 67-68, 74, 78, 105-106, 117-118</p>
c. Revises sentences by correcting misplaced and dangling modifiers.	<p>Student Book: 43, 185, 507</p> <p>Teacher’s Edition: 43, 185, 507</p> <p>Student Skillsbook: 87-88</p>
d. Revises sentences by correcting errors in usage.	<p>Student Book: 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408</p> <p>Teacher’s Edition: 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408</p> <p>Student Skillsbook: 86, 89-90, 91-92, 95-98, 99-100, 135-136</p>

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e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).	<p>Student Book: 314, 503, 504, 512, 516, 582-591, 594-595</p> <p>Teacher’s Edition: 314, 503, 504, 512, 516, 582-591, 594-595</p> <p>Student Skillsbook: 5-6, 7-8, 9-10, 11-12, 13, 14, 15-16, 17, 18, 19-20, 21, 77, 79-80</p>
f. Analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases).	<p>Student Book: 122, 498, 500, 503, 513, 515, 516, 517, 519, 590-591</p> <p>Teacher’s Edition: 122, 498, 500, 503, 513, 515, 516, 517, 519, 590-591</p> <p>Student Skillsbook: 65-66, 67-68, 69-72</p>
g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.	<p>Student Book: 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408</p> <p>Teacher’s Edition: 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408</p>
LISTENING, SPEAKING, AND VIEWING	
ELA8LSV1 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.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 421, 422</p> <p>Teacher’s Edition: 421, 422</p>
b. Asks relevant questions.	<p>Student Book: 421</p> <p>Teacher’s Edition: 421</p>

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c. Responds to questions with appropriate information.	Student Book: 421 Teacher's Edition: 421
d. Confirms understanding by paraphrasing the adult's directions or suggestions.	The opportunity to address this objective is available. See the following: Student Book: 421 Teacher's Edition: 421
e. Displays appropriate turn-taking behaviors.	Student Book: 422 Teacher's Edition: 422
f. Actively solicits another person's comments or opinions.	The opportunity to address this objective is available. See the following: Student Book: 421 Teacher's Edition: 421
g. Offers own opinion forcefully without domineering.	The opportunity to address this objective is available. See the following: Student Book: 421 Teacher's Edition: 421
h. Responds appropriately to comments and questions.	Student Book: 421, 430 Teacher's Edition: 421, 430

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i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	Student Book: 422 Teacher's Edition: 422
j. Gives reasons in support of opinions expressed.	Student Book: 422 Teacher's Edition: 422
k. Clarifies, illustrates, or expands on a response when asked to do so.	The opportunity to address this objective is available. See the following: Student Book: 422, 430 Teacher's Edition: 422, 430
l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	The opportunity to address this objective is available. See the following: Student Book: 420-422 Teacher's Edition: 420-422
m. Develops a plan of action or agenda for written and/or verbal follow-up.	The opportunity to address this objective is available. See the following: Student Book: 420-422 Teacher's Edition: 420-422

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ELA8LSV2 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. The student will select and critically analyze messages using rubrics as assessment tools.	
When <u>responding</u> to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
a. Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	This objective falls outside the scope of Great Source <i>Write Source</i> .
b. Analyzes oral communication by paraphrasing a speaker’s purpose and point of view, and asks relevant questions concerning the speaker’s content, delivery, and purpose.	Student Book: 421 Teacher’s Edition: 421
When <u>delivering</u> and responding to presentations, the student:	
a. Gives oral presentations or dramatic interpretations for various purposes.	Student Book: 423-430 Teacher’s Edition: 423-430
b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.	Student Book: 426-427, 430 Teacher’s Edition: 426-427, 430
c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).	Student Book: 424, 425, 428, 430 Teacher’s Edition: 424, 425, 428, 430
d. Uses language for dramatic effect.	The opportunity to address this objective is available. See the following: Student Book: 423-430 Teacher’s Edition: 423-430

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e. Uses rubrics as assessment tools.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 45-56, 423-430</p> <p>Teacher’s Edition: 45-56, 423-430</p>
f. Responds to oral communications with questions, challenges, or affirmations.	<p>The opportunity to address this objective is available. See the following:</p> <p>Student Book: 421, 430</p> <p>Teacher’s Edition: 421, 430</p>
g. Uses multimedia for presentations.	<p>Student Book: 411-415</p> <p>Teacher’s Edition: 411-415</p>



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