

WRITE SOURCE © 2009

correlated to

Georgia English/Language Arts

Performance Standards

Grades K-8



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**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Kindergarten)

**State-Funded Course:** 23.00100 Language Arts/Grade K

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELAKR1	<p>The student demonstrates knowledge of concepts of print. The student</p> <p>a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.</p> <p>b. Demonstrates that print has meaning and represents spoken language in written form.</p> <p>c. Tracks text read from left to right and top to bottom.</p> <p>d. Distinguishes among written letters, words, and sentences.</p> <p>e. Recognizes that sentences in print are made up of separate words.</p>	<p><b>Pupil’s Edition:</b> 60-81 <b>Teacher’s Edition:</b> 76-97 <b>Big Book:</b> 53-64</p> <p><b>Pupil’s Edition:</b> 8-11, 24, 47-59, 60-81 <b>Teacher’s Edition:</b> 6-9, 28-29, 60-75, 76-96 <b>Big Book:</b> 6, 7, 18, 39-52, 53-64</p> <p><b>Pupil’s Edition:</b> 8-9 <b>Teacher’s Edition:</b> 6-7 <b>Big Book:</b> 6</p> <p><b>Pupil Edition:</b> 6-11 <b>Teacher’s Edition:</b> 4-9 <b>Big Book:</b> 5-7 <b>Interactive Writing Skills CD-ROM:</b> Beginning Letters, Sentences</p> <p><b>Pupil Edition:</b> 10-11 <b>Teacher’s Edition:</b> 8-9 <b>Big Book:</b> 7</p>

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ELAKR1	f. Begins to understand that punctuation and capitalization are used in all written sentences.	<b>Pupil Edition:</b> 12-17, 44-45 <b>Teacher’s Edition:</b> 10-15, 56-57 <b>Big Book:</b> 8-10, 37-38 <b>Interactive Writing Skills CD-ROM:</b> Capitalization of First Words, End Punctuation, Special Words and “I”, Finishing Sentences
ELAKR2	<p>The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student</p> <p>a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.</p> <p>b. Identifies component sounds (phonemes and combinations of phonemes) in spoken words.</p> <p>c. Blends and segments syllables in spoken words.</p>	<p><b>Pupil Edition:</b> 18-19  <b>Teacher’s Edition:</b> 16-17  <b>Big Book:</b> 11-12  <b>Interactive Writing Skills CD-ROM:</b> Rhyming Words</p> <p><b>Pupil Edition:</b> 8-9, 18-19  <b>Teacher’s Edition:</b> 6-7, 16-17  <b>Big Book:</b> 6, 11-12</p> <p><b>Pupil Edition:</b> 8-9  <b>Teacher’s Edition:</b> 6-7  <b>Big Book:</b> 6</p>

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ELAKR3	<p>The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student</p> <p>b. Recognizes and names all uppercase and lowercase letters of the alphabet.</p> <p>c. Matches all consonant and short-vowel sounds to appropriate letters.</p> <p>d. Blends individual sounds to read one-syllable decodable words.</p>	<p><b>Pupil Edition:</b> 8-9  <b>Teacher’s Edition:</b> 6-7  <b>Big Book:</b> 6  <b>Interactive Writing Skills CD-ROM:</b> Capital and Lowercase Letters</p> <p><b>Pupil Edition:</b> 6, 7  <b>Teacher’s Edition:</b> 4,5  <b>Big Book:</b> 5</p> <p><b>Pupil Edition:</b> 8, 9  <b>Teacher’s Edition:</b> 6,7  <b>Big Book:</b> 6</p>
ELAKR6	<p>The student gains meaning from orally presented text. The student</p> <p>b. Makes predictions from pictures and titles.</p>	<p><b>Pupil Edition:</b> 24  <b>Teacher’s Edition:</b> 28, 29  <b>Big Book:</b> 18</p>
ELAKW1	<p>The student begins to understand the principles of writing. The student</p> <p>a. Writes or dictates to describe familiar persons, places, objects, or experiences.</p>	<p><b>Pupil Edition:</b> 46-47, 54-55, 56-57, 58-59  <b>Teacher’s Edition:</b> 60-61, 68-69, 70-71, 72-73  <b>Big Book:</b> 40, 47, 48, 49, 50, 51, 52-63  <b>Interactive Writing Skills CD-ROM:</b> Themes-shapes/food</p>

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ELAKW1	<p>b. Uses drawings, letters, and phonetically spelled words to create meaning.</p> <p>c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.</p> <p>d. Uses left-to-right pattern of writing.</p> <p>e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.</p>	<p><b>Pupil Edition:</b> 8, 9, 10, 11, 23, 25, 26, 27, 30, 31, 32, 33, 46-59, 60-81  <b>Teacher’s Edition:</b> 6-7, 8-9, 26, 27, 30-31, 32, 33, 34, 35, 40, 41, 42, 43, 60-73  <b>Big Book:</b> 6, 7, 16, 17, 20, 21, 22, 23, 24, 39-52, 53-63</p> <p><b>Pupil Edition:</b> 6, 7, 8, 9  <b>Teacher’s Edition:</b> 4, 5, 6, 7  <b>Big Book:</b> 5, 6  <b>Interactive Writing Skills CD-ROM:</b> Capital and Lowercase Letters</p> <p><b>Pupil Edition:</b> 8, 9, 10, 11, 26, 46-59  <b>Teacher’s Edition:</b> 6, 7, 8, 9, 32, 33, 60-73  <b>Big Book:</b> 6, 7, 21, 22, 39-59</p> <p><b>Pupil Edition:</b> 10-17, 28, 32, 33, 44-45  <b>Teacher’s Edition:</b> 8-15, 36, 37, 42, 43, 56, 57  <b>Big Book:</b> 7-10, 25, 26, 37, 38  <b>Interactive Writing Skills CD-ROM:</b> Finishing Sentences, Capitalization of First Words, End Punctuation, Special Words and “I”</p>
ELAKW2	<p>The student produces a narrative that:</p> <p>a. Involves one event.</p> <p>b. Uses drawings, letters, and phonetically spelled words to describe a personal experience.</p>	<p><b>Pupil Edition:</b> 56-59  <b>Teacher’s Edition:</b> 70-73  <b>Big Book:</b> 49-52</p> <p><b>Pupil Edition:</b> 56-59  <b>Teacher’s Edition:</b> 70-73  <b>Big Book:</b> 49-52</p>

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ELAKW2	<p>c. Begins to use organizational structures (beginning, middle, end).</p> <p>d. May include describing words.</p> <p>e. May include a sense of closure.</p> <p>f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures).</p> <p>g. May include a draft from a developed prewriting.</p> <p>The student produces informational writing that:</p> <p>a. Involves one topic.</p> <p>b. Uses drawings, letters, and phonetically spelled words to share information.</p> <p>c. Begins to use organizational structures (steps)</p>	<p><b>Pupil Edition:</b> 40-41 <b>Teacher's Edition:</b> 52-53 <b>Big Book:</b> 34</p> <p><b>Pupil Edition:</b> 27, 42, 43 <b>Teacher's Edition:</b> 34-35, 54-55 <b>Big Book:</b> 23, 24, 35, 36</p> <p><b>Pupil Edition:</b> 58-59 <b>Teacher's Edition:</b> 72-73 <b>Big Book:</b> 51-52</p> <p><b>Pupil Edition:</b> 21-23, 25, 30-31, 38-39 <b>Teacher's Edition:</b> 22-27, 30-31, 40-41, 50-51 <b>Big Book:</b> 14-17, 19-20, 31-32</p> <p><b>Pupil Edition:</b> 56-59 <b>Teacher's Edition:</b> 70-73 <b>Big Book:</b> 49-52</p> <p><b>Pupil Edition:</b> 56-57 <b>Teacher's Edition:</b> 70-71 <b>Big Book:</b> 49-50</p> <p><b>Pupil Edition:</b> 56-57 <b>Teacher's Edition:</b> 70-71 <b>Big Book:</b> 49-50</p> <p><b>Pupil Edition:</b> 40-41 <b>Teacher's Edition:</b> 52-53 <b>Big Book:</b> 34</p>

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ELAKW2	<p>d. May include describing words.</p> <p>e. May include a sense of closure.</p> <p>f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures).</p> <p>The student produces a persuasive piece of writing that:</p> <p>d. May include describing words.</p> <p>e. Prewrites orally or written to generate ideas (graphic organizers and pictures).</p> <p>f. May include a draft developed from prewriting.</p> <p>The student produces a response to literature that:</p> <p>a. Retells a story orally, through pictures, or in writing.</p>	<p><b>Pupil Edition:</b> 27, 42, 43, 56, 57  <b>Teacher's Edition:</b> 34, 35, 54, 55, 70, 71  <b>Big Book:</b> 23, 24, 35, 36</p> <p><b>Pupil Edition:</b> 56-57  <b>Teacher's Edition:</b> 70-71  <b>Big Book:</b> 49-50</p> <p><b>Pupil Edition:</b> 21-23, 25, 30, 31, 38, 39, 40  <b>Teacher's Edition:</b> 22-27, 30-31, 40-41, 50-51  <b>Big Book:</b> 14-17, 19-20</p> <p><b>Pupil Edition:</b> 27, 42-43  <b>Teacher's Edition:</b> 34, 35, 54-55  <b>Big Book:</b> 23-24, 35-36</p> <p><b>Pupil Edition:</b> 20-23, 25, 30-31, 38-39  <b>Teacher's Edition:</b> 20-27, 30-31, 40-41, 50-51  <b>Big Book:</b> 10, 14-17, 19-20, 31, 32</p> <p><b>Pupil Edition:</b> 26  <b>Teacher's Edition:</b> 32-33  <b>Big Book:</b> 21, 22</p> <p><b>Pupil Edition:</b> 24  <b>Teacher's Edition:</b> 28-29  <b>Big Book:</b> 18</p>

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ELAKW2	<p>b. Makes connections: text-to self, text-to-text, text-to-world.</p> <p>c. Begins to use organizational structures (beginning, middle, end)</p> <p>d. Prewrites orally or written to generate ideas (graphic organizers, pictures).</p> <p>e. May include a draft developed from prewriting.</p>	<p><b>Pupil Edition:</b> 24 <b>Teacher’s Edition:</b> 28-29 <b>Big Book:</b> 18</p> <p><b>Pupil Edition:</b> 40-41 <b>Teacher’s Edition:</b> 52-53 <b>Big Book:</b> 33-34</p> <p><b>Pupil Edition:</b> 21, 22, 23, 25, 30-31, 38-39 <b>Teacher’s Edition:</b> 22-27, 30-31, 40-41, 50-51 <b>Big Book:</b> 14-17, 19, 20, 31-32</p> <p><b>Pupil Edition:</b> 26 <b>Teacher’s Edition:</b> 32-33 <b>Big Book:</b> 21-22</p>
ELAKLSV1	<p>The student uses oral and visual skills to communicate. The student</p> <p>a. Listens and speaks appropriately with peers and adults.</p> <p>d. Recites short poems, rhymes, songs, and stories with repeated patterns.</p> <p>e. Describes people, places, things, locations, and actions.</p>	<p><b>Pupil Edition:</b> 21 <b>Teacher’s Edition:</b> 22, 23 <b>Big Book:</b> 14</p> <p><b>Pupil Edition:</b> 18-19, 21 <b>Teacher’s Edition:</b> 16-17, 22 <b>Big Book:</b> 11-12, 14 <b>Interactive Writing Skills CD-ROM:</b> Rhyming Words</p> <p><b>Pupil Edition:</b> 60-81 <b>Teacher’s Edition:</b> 76-97 <b>Big Book:</b> 53-63 <b>Interactive Writing Skills CD-ROM:</b> Nouns (people, places, things) Verbs</p>

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ELAKLSV1	<p>f. Increases vocabulary to reflect a growing range of interests and knowledge.</p> <p>g. Communicates effectively when relating experiences and retelling stories heard.</p>	<p><b>Pupil Edition:</b> 60-81  <b>Teacher's Edition:</b> 76-97  <b>Big Book:</b> 53-63</p> <p><b>Teacher's Edition:</b> 53, 71, 73</p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 1)                      **State-Funded Course:** 23.00200 Language Arts/Grade 1

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

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<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1R1	<p>The Student demonstrated knowledge of concepts of print. The student</p> <p>a. Understands that there are correct spellings for words.</p> <p>b. Identifies the beginning and end of a paragraph.</p> <p>c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.</p>	<p><b>Student Book/Teacher’s Edition:</b> 22-23, 74-75, 96-97, 137, 148, 156, 168, 175, 198, 279-283</p> <p><b>Student Book/Teacher’s Edition:</b> 56-59, 143, 151</p> <p><b>Student Book/Teacher’s Edition:</b> 44-53, 54-55, 70-71, 74-75, 92-93, 96-97, 116-117, 120-121, 135, 137, 146, 148, 156, 167, 168, 192-195, 198-199, 270-278, 288</p> <p><b>SkillsBook:</b> 5-6, 15-26</p> <p><b>Daily Language Workout:</b> 4-7, 12-25, 28-29, 32-37, 38-47, 60-79, 83-100</p> <p><b>Interactive Writing Skills CD-ROM:</b> Telling Sentences, Asking Sentence, Exclamatory Sentence, Capitalization of First Word, Capitalization of Days, Capitalization of Months</p>
ELA1R5	<p>The student acquires and uses grade-level words to communicate effectively. The student</p> <p>c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).</p>	<p><b>Student Book/Teacher’s Edition:</b> 287</p> <p><b>SkillsBook:</b> 66</p>

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ELA1W1	<p>The student begins to demonstrate competency in the writing process. The student</p> <p>a. Writes texts of a length appropriate to address a topic and tell a story.</p> <p>b. Describes an experience in writing.</p> <p>c. Rereads writing to self and others, revises to add details, and edits to make corrections.</p> <p>e. Writes in complete sentences with correct subject-verb agreement.</p> <p>f. Uses nouns (singular and plural) correctly.</p> <p>g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.</p> <p>i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).</p>	<p><b>Student Book/Teacher’s Edition:</b> 14-15, 16-25, 62-81, 84-105, 108-129, 132-139, 142-159, 162-177, 188-199  <b>Daily Language Workout:</b> 101-143  <b>SkillsBook:</b> 94-95</p> <p><b>Student Book/Teacher’s Edition:</b> 84-105  <b>SkillsBook:</b> 92-93  <b>Daily Language Workout:</b> 101-143</p> <p><b>Student Book/Teacher’s Edition:</b> 14, 20-26, 59, 72-75, 94-97, 118-121, 147-148, 155, 156, 167-168, 175, 196-199, 269-286  <b>SkillsBook:</b> 23-42  <b>Daily Language Workout:</b> 12-47, 60-77, 93-99  <b>Interactive Writing Skills CD-ROM:</b> Conventions</p> <p><b>Student Book/Teacher’s Edition:</b> 44-53  <b>SkillsBook:</b> 5-22  <b>Interactive Writing Skills CD-ROM:</b> Complete Thought</p> <p><b>Student Book/Teacher’s Edition:</b> 291-292  <b>SkillsBook:</b> 71-72  <b>Interactive Writing Skills CD-ROM:</b> Singular and Plural Nouns</p> <p><b>Student Book/Teacher’s Edition:</b> 293  <b>SkillsBook:</b> 73-74  <b>Interactive Writing Skills CD-ROM:</b> Pronouns</p> <p><b>Student Book/Teacher’s Edition:</b> 54-55, 270-271, 290  <b>SkillsBook:</b> 15-20  <b>Interactive Writing Skills CD-ROM:</b> Telling Sentence, Asking Sentence, Exclamatory Sentence</p>

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ELA1W1	<p>j. Begins to use common rules of spelling.</p> <p>k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.</p> <p>l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).</p> <p>m. Uses commas in a series of items.</p>	<p><b>Student Book/Teacher’s Edition:</b> 22-23 <b>SkillsBook:</b> 102-155</p> <p><b>Student Book/Teacher’s Edition:</b> 16-17, 66-69, 88-91, 112-115, 132-134, 144-145, 152-153, 166, 172-173, 180-187, 190-191</p> <p><b>Student Book/Teacher’s Edition:</b> 22, 54-55, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198-199, 270-271, 275-277 <b>SkillsBook:</b> 23-26, 35-42, 69-70 <b>Daily Language Workout:</b> 4-7, 12-25, 28-29, 32-37, 60-71, 92-93, 94-95 <b>Interactive Writing Skills CD-ROM:</b> Telling Sentence, Asking Sentence, Exclamatory Sentence, Capitalization of First Word, Capitalization of Days, Capitalization of Months, Proper nouns, Nouns-person, place, and thing</p> <p><b>Student Book/Teacher’s Edition:</b> 272 <b>SkillsBook:</b> 29-30 <b>Daily Language Workout:</b> 44-45, 76-77 <b>Interactive Writing Skills CD-ROM:</b> Commas in a Series</p>
ELA1W2	<p>The student produces a narrative that:</p> <p>a. Begins to capture a reader’s interest by writing a personal story.</p> <p>b. Begins to maintain a focus.</p> <p>c. Adds details to expand a story.</p> <p>d. Begins to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words).</p>	<p><b>Student Book/Teacher’s Edition:</b> 88-89, 90-93, 102-105, 166-169</p> <p><b>Student Book/Teacher’s Edition:</b> 88-89, 90-93, 102-105, 166-169</p> <p><b>Student Book/Teacher’s Edition:</b> 88-89, 90-93, 102-105, 166-169</p> <p><b>Student Book/Teacher’s Edition:</b> 31, 90-93, 94-95, 165, 166-169, 248-253, 260-261</p>

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ELA1W2	<p>e. Begins to develop characters and setting through dialogue and descriptive adjectives.</p> <p>f. Begins to develop a sense of closure.</p> <p>g. May include oral or written prewriting.</p> <p>h. May include a draft that is revised and edited.</p> <p>i. May be published.</p> <p>The student produces informational writing that:</p> <p>a. Begins to capture a reader’s interest.</p> <p>b. Stays on topic and begins to maintain a focus.</p> <p>c. Adds details to expand a topic.</p> <p>d. Begins to use organizational structures (steps, chronological order) and strategies (description).</p>	<p><b>Student Book/Teacher’s Edition:</b> 166-169</p> <p><b>Student Book/Teacher’s Edition:</b> 167-168</p> <p><b>Student Book/Teacher’s Edition:</b> 16-17, 88-89, 90-91, 166</p> <p><b>Student Book/Teacher’s Edition:</b> 20-23, 35, 94-97, 168, 270-297  <b>SkillsBook:</b> 23-42  <b>Interactive Writing Skills CD-ROM:</b> Conventions</p> <p><b>Student Book/Teacher’s Edition:</b> 24-25, 38-39, 98-99, 169</p> <p><b>Student Book/Teacher’s Edition:</b> 108-117, 126-129, 188-195</p> <p><b>Student Book/Teacher’s Edition:</b> 108-117, 126-129, 188-195</p> <p><b>Student Book/Teacher’s Edition:</b> 108-117, 126-129, 188-195</p> <p><b>Student Book/Teacher’s Edition:</b> 115-117, 248-253, 260-261</p>

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ELA1W2	<p>e. Begins to use graphic features (charts, pictures, headings).</p> <p>f. Begins to use a variety of resources (picture dictionaries, Internet, books) and strategies to gather information to write about a topic.</p> <p>g. Begins to develop a sense of closure.</p> <p>h. May include oral or written prewriting (graphic organizers).</p> <p>i. May include a draft that is revised and edited.</p> <p>j. May be published.</p> <p>The student produces a persuasive piece of writing that:</p> <p>a. Captures a reader's interest by stating a position/opinion.</p> <p>b. Begins to maintain a focus.</p> <p>c. Adds details to support and opinion.</p>	<p><b>Student Book/Teacher's Edition:</b> 262-265</p> <p><b>Student Book/Teacher's Edition:</b> 180-188, 256-257</p> <p><b>Student Book/Teacher's Edition:</b> 116-117, 194-195</p> <p><b>Student Book/Teacher's Edition:</b> 16-17, 112-113, 114-115, 190-191</p> <p><b>Student Book/Teacher's Edition:</b> 20-23, 35, 118-121, 196-199, 270-297  <b>SkillsBook:</b> 23-42  <b>Interactive Writing Skills CD-ROM:</b> Conventions</p> <p><b>Student Book/Teacher's Edition:</b> 24-25, 38-39, 122-123, 124-125</p> <p><b>Student Book/Teacher's Edition:</b> 134-135, 139</p> <p><b>Student Book/Teacher's Edition:</b> 134-135, 139</p> <p><b>Student Book/Teacher's Edition:</b> 134-135, 139</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W2	<p>d. Begins to use formats appropriate to the genre (letter, list of reasons, poster).</p> <p>e. May have a sense of closure.</p> <p>f. May include oral or written prewriting.</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p> <p>The student produces a response to literature that:</p> <p>a. Captures a reader’s interest by stating a position/opinion about a text.</p> <p>b. Begins to demonstrate an understanding of the text through oral retelling, pictures, or in writing.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world.</p> <p>d. Begins to use organizational structures (beginning, middle, and end with details from the text).</p> <p>e. May have a sense of closure.</p>	<p><b>Student Book/Teacher’s Edition:</b> 134-135, 139</p> <p><b>Student Book/Teacher’s Edition:</b> 134-135, 139</p> <p><b>Student Book/Teacher’s Edition:</b> 16-17, 134</p> <p><b>Student Book/Teacher’s Edition:</b> 20-23, 35, 136-137, 270-297 <b>SkillsBook:</b> 23-42 <b>Interactive Writing Skills CD-ROM:</b> Conventions</p> <p><b>Student Book/Teacher’s Edition:</b> 24-25, 38-39, 138</p> <p><b>Student Book/Teacher’s Edition:</b> 144-146, 152-154, 158-159</p> <p><b>Student Book/Teacher’s Edition:</b> 144-146, 152-154, 158-159</p> <p><b>Student Book/Teacher’s Edition:</b> 144-146, 152-154, 158-159</p> <p><b>Student Book/Teacher’s Edition:</b> 144-146, 152-154, 158-159, 248-253, 260-261</p> <p><b>Student Book/Teacher’s Edition:</b> 151, 154</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W2	<p>f. May include oral or written prewriting (graphic organizers).</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>	<p><b>Student Book/Teacher’s Edition:</b> 16-17, 144-145, 152-153</p> <p><b>Student Book/Teacher’s Edition:</b> 20-23, 35, 147-148, 155-156, 270-297  <b>SkillsBook:</b> 23-42  <b>Interactive Writing Skills CD-ROM:</b> Conventions</p> <p><b>Student Book/Teacher’s Edition:</b> 24-25, 38-39, 149, 157</p>
ELA1LSV1	e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.	<b>Student Book/Teacher’s Edition:</b> 202-203

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 2)

**State-Funded Course:** 23.00300 Language Arts/Grade 2

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2R3	<p>The student acquires and uses grade-level words to communicate effectively. The student</p> <p>c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.</p>	<p><b>Student Book/Teacher’s Edition:</b> 439-448  <b>Daily Language Workout:</b> 26-27, 34-35, 56-57, 60-61, 64-65, 94, 105</p>
ELA2R4	<p>The student uses a variety of strategies to gain meaning from grade-level text. The student</p> <p>l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.</p> <p>p. Uses word parts to determine meanings.</p> <p>q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.</p>	<p><b>Student Book/Teacher’s Edition:</b> 194-199</p> <p><b>Student Book/Teacher’s Edition:</b> 391-394</p> <p><b>Student Book/Teacher’s Edition:</b> 268-269</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2W1	<p>The student demonstrates competency in the writing process. The student</p> <p>a. Writes text of a length appropriate to address a topic and tell the story.</p> <p>b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).</p> <p>c. Uses transition words and phrases.</p> <p>d. Begins to create graphic features (charts, tables, graphs).</p> <p>e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).</p> <p>f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.</p> <p>g. Begins to write a persuasive piece that states and supports an opinion.</p> <p>h. Prewrites to generate ideas orally.</p> <p>i. Uses planning ideas to produce a rough draft.</p>	<p><b>Student Book/Teacher’s Edition:</b> 4, 5, 6, 7, 38-49, 50-87, 88-125, 126-163, 164-207, 208-255, 272-293, 294-297  <b>Daily Language Workout:</b> 115-140</p> <p><b>Student Book/Teacher’s Edition:</b> 379, 380, 383-385</p> <p><b>Student Book/Teacher’s Edition:</b> 395</p> <p><b>Student Book/Teacher’s Edition:</b> 379-399</p> <p><b>Student Book/Teacher’s Edition:</b> 136-155  <b>Daily Language Workout:</b> 70-71, 32-33, 68-69, 90  <b>Interactive Writing Skills CD-ROM:</b> Commas 3-Letter Writing</p> <p><b>Student Book/Teacher’s Edition:</b> 164-207</p> <p><b>Student Book/Teacher’s Edition:</b> 126-163</p> <p><b>Student Book/Teacher’s Edition:</b> 5, 7, 20, 42, 47, 49, 54, 55, 62, 63, 83, 85, 92-93, 100-101, 121, 123, 130-132, 140-141, 159, 161, 168, 174, 175, 187, 196-197, 202-203, 212-215, 228-231, 244-246, 276-279</p> <p><b>Student Book/Teacher’s Edition:</b> 8, 9, 20, 43, 47, 49, 56, 64, 65, 66, 67, 68, 69, 83, 85, 94, 102-107, 121, 123, 133, 142-143, 159, 161, 169, 176-179, 188-189, 198, 204, 216-221, 232-237, 247</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2W1	<p>j. Rereads writing to self and others, revises to add details and edits to make corrections.</p> <p>k. Creates documents with legible handwriting.</p> <p>l. Consistently writes in complete sentences with correct subject/verb agreement.</p> <p>m. Uses nouns (singular, plural, and possessive) correctly.</p> <p>n. Uses singular possessive pronouns.</p> <p>o. Uses singular and plural personal pronouns.</p> <p>p. Uses increasingly complex sentence structure.</p> <p>q. Uses common rules of spelling.</p>	<p><b>Student Book/Teacher’s Edition:</b> 10-13, 16-19, 20, 44, 45, 47, 49, 57, 70-77, 79, 83, 85, 95, 108-115, 121, 123, 134, 135, 144-145, 146-151, 159, 161, 170, 171, 180, 181, 190, 191, 198, 204, 222, 223, 238-239, 248, 249, 288-291  <b>SkillsBook:</b> 3-40, 41-92  <b>Daily Language Workout:</b> 4-114  <b>Interactive Writing Skills CD-ROM:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 5, 14, 15, 34, 78, 116, 152-153, 182, 192, 199, 205, 224, 240, 250, 292</p> <p><b>Student Book/ Teacher’s Edition:</b> 344-345, 353-358, 449-456  <b>SkillsBook:</b> 95-106  <b>Interactive Writing Skills CD-ROM:</b> : Understanding Sentences: Sentences 1 (subjects), Sentences 2 (predicates), Sentences 3 (compound subjects &amp; predicates) Subject-verb agreement</p> <p><b>Student Book/Teacher’s Edition:</b> 327-333  <b>SkillsBook:</b> 115-118  <b>Daily Language Workout:</b> 24-25, 38-39, 40-41, 63, 66, 67, 88-89, 96, 110  <b>Interactive Writing Skills CD-ROM:</b> Nouns 1 (common &amp; proper), Nouns 2 (singular &amp; plural), Nouns 3 (singular possessive)</p> <p><b>Student Book/Teacher’s Edition:</b> 338-339</p> <p><b>Student Book/Teacher’s Edition:</b> 334-337, 462-463  <b>SkillsBook:</b> 119-124  <b>Interactive Writing Skills CD-ROM:</b> Pronouns</p> <p><b>Student Book/Teacher’s Edition:</b> 360-361  <b>SkillsBook:</b> 101-104  <b>Interactive Writing Skills CD-ROM:</b> Sentences (Compound Subjects &amp; Predicates)</p> <p><b>Student Book/Teacher’s Edition:</b> 429-438</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2W1	<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> <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> <p>u. Recognizes appropriate uses of quotation marks.</p> <p>v. Uses the dictionary and thesaurus to support word choices.</p>	<p><b>Student Book/Teacher’s Edition:</b> 402-405, 418-421, 454-455  <b>SkillsBook:</b> 3,4,7-14, 41-62  <b>Daily Language Workout:</b> 4-5, 10-11, 12-13, 14-23, 50-51, 52-53, 58-59, 60-61, 63, 65, 67, 68-69, 72-73, 74-75, 79, 82, 83, 84-88,, 102-103, 106, 108, 111  <b>Interactive Writing Skills CD-ROM:</b> Capitalization 1, Capitalization 2, End punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 406-409  <b>SkillsBook:</b> 15-28  <b>Daily Language Workout:</b> 28-33, 42-43, 44-45, 46-47, 63, 65, 68-69, 70-71, 72-73, 91, 92-93, 98-99, 100, 109, 111, 112, 113, 114  <b>Interactive Writing Skills CD-ROM:</b> Commas 1-Commas in a series, Commas 2-Compound Sentences, Commas 3-Letter Writing</p> <p><b>Student Book/Teacher’s Edition:</b> 414-416  <b>SkillsBook:</b> 37-38  <b>Daily Language Workout:</b> 48-49, 50-51, 63, 68-69, 72-73, 101, 107  <b>Interactive Writing Skills CD-ROM:</b> Quotation Marks</p> <p><b>Student Book/Teacher’s Edition:</b> 267-269</p>
ELA2W2	<p>The student produces a narrative that:</p> <p>a. Captures a reader’s interest by writing a personal story in first or third person consistently.</p> <p>b. Begins to write fantasy/imaginary stories.</p> <p>c. Begins to sustain a focus.</p>	<p><b>Student Book/Teacher’s Edition:</b> 52-56, 58-69, 82-87, 210-221</p> <p><b>Student Book/Teacher’s Edition:</b> 52-56, 58-69, 82-87, 210-221</p> <p><b>Student Book/Teacher’s Edition:</b> 52-56, 58-69, 82-87, 210-221</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2W2	<p>d. Includes the appropriate purpose, expectations, and length for the audience and genre.</p> <p>e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs).</p> <p>f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words).</p> <p>g. Begins to develop characters through action and dialogue.</p> <p>h. Develops a sense of closure.</p> <p>i. May include prewriting.</p> <p>j. May include a revised and edited draft.</p> <p>k. May be published.</p> <p>The students produces informational writing that:</p> <p>a. Captures a reader’s interest.</p>	<p><b>Student Book/Teacher’s Edition:</b> 52-56, 58-69, 82-87, 210-221</p> <p><b>Student Book/Teacher’s Edition:</b> 58-69, 210-221</p> <p><b>Student Book/Teacher’s Edition:</b> 20, 22, 59, 61, 72, 216, 385</p> <p><b>Student Book/Teacher’s Edition:</b> 210-221, 225</p> <p><b>Student Book/Teacher’s Edition:</b> 56, 68, 220-221, 368</p> <p><b>Student Book/Teacher’s Edition:</b> 7, 54-55, 62-63, 212-215</p> <p><b>Student Book/Teacher’s Edition:</b> 10-13, 25, 57, 70-77, 222-223, 401-478  <b>SkillsBook:</b> 3-92  <b>Interactive Writing Skills CD-ROM:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 14-15, 32-35, 78, 224</p> <p><b>Student Book/Teacher’s Edition:</b> 90-94, 100-107, 120-125, 276-287, 294-297</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2W2	<p>b. Begins to sustain a focused topic</p> <p>c. Includes the appropriate purpose, expectations, and length for the audience and genre.</p> <p>d. Adds facts and details.</p> <p>e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers).</p> <p>g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.</p> <p>h. Develops a sense of closure.</p> <p>i. May include prewriting.</p> <p>j. May include a draft that is revised and edited.</p> <p>k. May be published.</p> <p>The student produces a persuasive piece of writing that:</p> <p>a. Captures a reader’s interest by stating a clear position/opinion.</p>	<p><b>Student Book/Teacher’s Edition:</b> 90-94, 100-107, 120-125, 276-287, 294-297</p> <p><b>Student Book/Teacher’s Edition:</b> 90-94, 100-107, 120-125, 276-287, 294-297</p> <p><b>Student Book/Teacher’s Edition:</b> 90-94, 100-107, 120-125, 276-287, 294-297</p> <p><b>Student Book/Teacher’s Edition:</b> 20, 22, 100-107, 282-287, 379-385</p> <p><b>Student Book/Teacher’s Edition:</b> 258-271, 277</p> <p><b>Student Book/Teacher’s Edition:</b> 94, 106-107, 286-287, 368</p> <p><b>Student Book/Teacher’s Edition:</b> 7, 92-93, 100-101, 121, 123, 276-279, 295-296</p> <p><b>Student Book/Teacher’s Edition:</b> 10-13, 25, 95, 108-115, 121, 123, 288-289, 290-291, 297, 401-478  <b>SkillsBook:</b> 3-92  <b>Interactive Writing Skills CD-ROM:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 14-15, 32-35, 95, 116, 292, 297</p> <p><b>Student Book/Teacher’s Edition:</b> 130-133, 140-143</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2W2	<p>b. Begins to sustain a focus.</p> <p>c. Includes the appropriate purpose, expectations, and length for audience and the genre.</p> <p>d. Adds supportive details throughout.</p> <p>f. Develops a sense of closure.</p> <p>g. May include prewriting.</p> <p>h. May include a revised and edited draft.</p> <p>i. May be published.</p> <p>The student produces a response to literature that:</p> <p>a. Captures a reader’s interest by stating an opinion about a text.</p> <p>b. Demonstrates understanding of the text and expresses and supports an opinion.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection.</p>	<p><b>Student Book/Teacher’s Edition:</b> 130-133, 140-143</p> <p><b>Student Book/Teacher’s Edition:</b> 130-133, 140-143</p> <p><b>Student Book/Teacher’s Edition:</b> 130-133, 140-143</p> <p><b>Student Book/Teacher’s Edition:</b> 133, 368</p> <p><b>Student Book/Teacher’s Edition:</b> 7, 130-132, 140-141</p> <p><b>Student Book/Teacher’s Edition:</b> 10-13, 25, 134, 135, 144-149, 150-151, 401-478  <b>SkillsBook:</b> 3-92  <b>Interactive Writing Skills CD-ROM:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 14-15, 32-35, 152-153</p> <p><b>Student Book/Teacher’s Edition:</b> 166-171, 172-183, 184-193, 194-199, 200-205</p> <p><b>Student Book/Teacher’s Edition:</b> 166-171, 172-183, 184-193, 194-199, 200-205</p> <p><b>Student Book/Teacher’s Edition:</b> 166-171, 172-183, 184-193, 194-199, 200-205</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA2W2	<p>d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).</p> <p>e. Develops a sense of closure.</p> <p>f. May include prewriting.</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>	<p><b>Student Book/Teacher’s Edition:</b> 20, 22, 168-169, 174-179, 186-189, 196-198, 200-203, 379-385</p> <p><b>Student Book/Teacher’s Edition:</b> 179, 188, 368</p> <p><b>Student Book/Teacher’s Edition:</b> 7, 168, 174-175, 186-187, 196-197, 202-203</p> <p><b>Student Book/Teacher’s Edition:</b> 10-13, 25, 170, 171, 180, 181, 190, 191, 198, 204, 401-478  <b>SkillsBook:</b> 3-92  <b>Interactive Writing Skills CD-ROM:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 14-15, 32-35, 182, 192, 199, 205</p>
ELA2LSV1	<p>The student uses oral and visual strategies to communicate. The student</p> <p>a. Interprets information presented and seeks clarification when needed.</p> <p>b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.</p> <p>d. Listens to and views a variety of media to acquire information.</p>	<p><b>Student Book/Teacher’s Edition:</b> 310-317</p> <p><b>Student Book/Teacher’s Edition:</b> 300-305</p> <p><b>Student Book/Teacher’s Edition:</b> 310-317</p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 3)

**State-Funded Course:** 23.00400 Language Arts/Grade 3

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3R2	<p>The student acquires and uses grade-level words to communicate effectively. The student</p> <p>a. Reads literary and informational texts and incorporates new words into oral and written language.</p> <p>c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.</p> <p>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).</p> <p>f. Determines the meaning of unknown words on the basis of context.</p>	<p><b>Student Book/Teacher’s Edition:</b> 296-307, 308-311, 312-337</p> <p><b>Student Book/Teacher’s Edition:</b> 510-525</p> <p><b>Student Book/Teacher’s Edition:</b> 453-458</p> <p><b>Student Book/Teacher’s Edition:</b> 450-451</p>
ELA3R3	<p>The student uses a variety of strategies to gain meaning from grade-level text. The student</p> <p>d. Distinguishes fact from opinion.</p> <p>g. Summarizes text content.</p> <p>i. Makes connections between texts and/or personal experiences.</p>	<p><b>Student Book/Teacher’s Edition:</b> 182</p> <p><b>Student Book/Teacher’s Edition:</b> 308-311</p> <p><b>Student Book/Teacher’s Edition:</b> 228-233</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3R3	<p>o. Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.</p> <p>r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.</p>	<p><b>Student Book/Teacher’s Edition:</b> 296-307  <b>Teacher’s Edition:</b> 296-307  <b>SkillsBook:</b> 3-40, 41-92</p> <p><b>Student Book/Teacher’s Edition:</b> 302-304</p>
ELA3W1	<p>The student demonstrates competency in the writing process. The student</p> <p>a. Captures a reader’s interest by setting a purpose and developing a point of view.</p> <p>b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.</p> <p>c. Writes text of a length appropriate to address the topic or tell the story.</p> <p>d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).</p> <p>e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).</p> <p>f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.</p> <p>g. Begins to develop characters through action and dialogue.</p>	<p><b>Student Book/Teacher’s Edition:</b> 21, 46, 53, 92, 94-95, 144, 192</p> <p><b>Student Book/Teacher’s Edition:</b> 21-22, 46, 54, 76, 84-85, 114, 115, 128, 136-137, 166, 180, 188, 225, 230, 236, 248, 254, 274, 275, 284, 310, 316-323</p> <p><b>Student Book/Teacher’s Edition:</b> 4-7, 10-14, 42-71, 72-111, 112-123, 124-175, 176-225, 226-267, 268-293, 294, 308-311, 312-339</p> <p><b>Student Book/Teacher’s Edition:</b> 85, 422-423, 438-444</p> <p><b>Student Book/Teacher’s Edition:</b> 323, 444, 458-459</p> <p><b>Student Book/Teacher’s Edition:</b> 24, 44-71, 78, 94-95, 100-101, 104, 144, 146-147, 152-153, 156, 167, 175, 192, 200, 201, 204, 239, 262, 273, 277, 285, 332, 424-425, 443</p> <p><b>Student Book/Teacher’s Edition:</b> 270-277  <b>SkillsBook:</b> 3-40, 41-92  <b>Interactive Writing Skills CD-ROM:</b> Quotation Marks in Dialogue</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3W1	<p>h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.</p> <p>i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.</p> <p>j. Uses a variety of resources to research and share information on a topic.</p> <p>k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.</p> <p>l. Writes a persuasive piece that states a clear position.</p> <p>m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.</p> <p>n. Publishes by presenting an edited piece of writing to others.</p>	<p><b>Student Book/Teacher’s Edition:</b> 270-281</p> <p><b>Student Book/Teacher’s Edition:</b> 268-295</p> <p><b>Student Book/Teacher’s Edition:</b> 294-337</p> <p><b>Student Book/Teacher’s Edition:</b> 228-233, 258-263, 264-267</p> <p><b>Student Book/Teacher’s Edition:</b> 176-225</p> <p><b>Student Book/Teacher’s Edition:</b> 4-14, 42-49, 50-65, 68-71, 72-107, 112-123, 124-175, 176-209, 214-225, 226-233, 234-243, 246-250, 252-256, 258-262, 264-267, 268-281, 282-293, 308-311, 312-335, 338-341, 463-558</p> <p><b>SkillsBook:</b> 3-74</p> <p><b>Daily Language Workout:</b> 4-74, 77-111</p> <p><b>Interactive Writing Skills CD-ROM:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 34-37, 66, 110, 210-212, 244, 251, 257, 263, 267, 336-337</p>
ELA3W2	<p>The student produces a narrative that:</p> <p>a. Captures a reader’s interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.</p> <p>b. Sustains a focus.</p>	<p><b>Student Book/Teacher’s Edition:</b> 76-77, 84-91, 114-121, 274-276, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 76-77, 84-91, 114-121, 274-276, 278-281</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3W2	<p>c. Includes the appropriate purpose, expectations, and length for the audience and genre.</p> <p>d. Uses sensory details and other literary language to communicate setting.</p> <p>e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transitions words/phrases, time cue words, and sequence of events).</p> <p>f. Develops characters through action and dialogue.</p> <p>g. Provides a sense of closure.</p> <p>h. May include prewriting.</p> <p>i. May include a revised and edited draft.</p> <p>j. May be published.</p> <p>The student produces informational writing (e.g., procedures, report, correspondence) that:</p> <p>a. Captures a reader’s interest by setting a purpose and developing a point of view.</p>	<p><b>Student Book/Teacher’s Edition:</b> 76-77, 84-91, 114-121, 274-276, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 274-276</p> <p><b>Student Book/Teacher’s Edition:</b> 76-77, 84-91 96-97, 270-281, 422-423</p> <p><b>Student Book/Teacher’s Edition:</b> 84-91, 114-115, 270-281</p> <p><b>Student Book/Teacher’s Edition:</b> 90-91, 115, 419</p> <p><b>Student Book/Teacher’s Edition:</b> 11, 84-85, 114, 274-275, 424</p> <p><b>Student Book/Teacher’s Edition:</b> 13-14, 78-79, 92-104, 105-107, 277, 374, 425, 463-559  <b>SkillsBook:</b> 3-74  <b>Interactive Writing Skills CD-Rom:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 34-36, 110</p> <p><b>Student Book/Teacher’s Edition:</b> 128-129, 135-143, 166-167, 168-169, 170-171, 310-311, 312-329</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3W2	<p>b. Sustains a focused-topic.</p> <p>c. Includes the appropriate purpose, expectations, and length for the audience and the genre.</p> <p>d. Includes relevant examples, facts, anecdotes, and details.</p> <p>e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).</p> <p>f. Uses a variety of resources (encyclopedias, Internet, books) to research and share information on a topic.</p> <p>g. Provides a sense of closure.</p> <p>h. May include prewriting.</p> <p>i. May include a draft that is revised and edited.</p> <p>j. May be published.</p>	<p><b>Student Book/Teacher’s Edition:</b> 128-129, 135-143, 166-167, 168-169, 170-171, 310-311, 312-329, 418</p> <p><b>Student Book/Teacher’s Edition:</b> 128-129, 135-143, 166-167, 168-169, 170-171, 310-311, 312-329, 418</p> <p><b>Student Book/Teacher’s Edition:</b> 128-129, 135-143, 166-167, 168-169, 170-171, 310-311, 312-329, 420-421</p> <p><b>Student Book/Teacher’s Edition:</b> 128-129, 135-143, 166-167, 168-169, 170-171, 310-311, 312-329, 422-423</p> <p><b>Student Book/Teacher’s Edition:</b> 296-307</p> <p><b>Student Book/Teacher’s Edition:</b> 128-129, 142-143, 168-169, 311, 328-329, 419</p> <p><b>Student Book/Teacher’s Edition:</b> 11, 128, 136-137, 166, 169, 171, 210,316-323, 424</p> <p><b>Student Book/Teacher’s Edition:</b> 13-14, 130-131, 144-159, 167, 169, 311, 330-335, 425, 463-559  <b>SkillsBook:</b> 3-74  <b>Interactive Writing Skills CD-Rom:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 34-36, 162, 336-337</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3W2	<p>The student produces a persuasive piece of writing that:</p> <p>a. Captures a reader’s interest by stating a clear position/opinion and developing a point of view.</p> <p>b. Sustains a focus.</p> <p>c. Includes the appropriate purpose, expectations, and length for audience and the genre.</p> <p>d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.</p> <p>e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and books reviews).</p> <p>f. Provides a sense of closure.</p> <p>g. May include prewriting.</p> <p>h. May include a revised and edited draft.</p> <p>i. May be published.</p>	<p><b>Student Book/Teacher’s Edition:</b> 188-191, 218-219</p> <p><b>Student Book/Teacher’s Edition:</b> 188-191, 218-219, 418</p> <p><b>Student Book/Teacher’s Edition:</b> 188-191, 218-219</p> <p><b>Student Book/Teacher’s Edition:</b> 188-191, 218-219, 420-421</p> <p><b>Student Book/Teacher’s Edition:</b> 188-191, 218-219, 422-423</p> <p><b>Student Book/Teacher’s Edition:</b> 190, 218-219, 419</p> <p><b>Student Book/Teacher’s Edition:</b> 11, 188-189, 219, 424</p> <p><b>Student Book/Teacher’s Edition:</b> 13-14, 192-207, 219, 425, 463-559  <b>SkillsBook:</b> 3-74  <b>Interactive Writing Skills CD-Rom:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 34-36, 210-212</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3W2	<p>The student produces a response to literature that:</p> <p>a. Captures a reader’s interest by developing a point of view.</p> <p>b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.</p> <p>d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text.).</p> <p>e. Provides a sense of closure.</p> <p>f. May include prewriting.</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>	<p><b>Student Book/Teacher’s Edition:</b> 228-233, 234-246, 246-251, 252-257, 258-267</p> <p><b>Student Book/Teacher’s Edition:</b> 228-233, 234-246, 246-251, 252-257, 258-267</p> <p><b>Student Book/Teacher’s Edition:</b> 228-233, 234-246, 246-251, 252-257, 258-267</p> <p><b>Student Book/Teacher’s Edition:</b> 228-233, 234-246, 246-251, 252-257, 258-267</p> <p><b>Student Book/Teacher’s Edition:</b> 231, 241, 250, 256, 262, 419</p> <p><b>Student Book/Teacher’s Edition:</b> 11, 230, 236-237, 248-249, 254-255, 260-261</p> <p><b>Student Book/Teacher’s Edition:</b> 13-14, 232-233, 242-243, 250, 256, 262, 463-559  <b>SkillsBook:</b> 3-74  <b>Interactive Writing Skills CD-Rom:</b> Editing for Mechanics, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 34-36, 244, 251, 257, 263</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3C1	<p>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. Correctly identifies and uses subject/verb agreement and adjectives.</p> <p>b. Identifies and uses nouns (singular, plural, possessive) correctly.</p> <p>c. Identifies and uses contractions correctly.</p> <p>d. Identifies and uses personal and possessive pronouns.</p> <p>e. Speaks and writes in complete and coherent sentences.</p> <p>f. Identifies and uses increasingly complex sentence structure.</p> <p>g. Distinguishes between complete and incomplete sentences.</p> <p>j. Uses resources (encyclopedias, Internet, books) to research and share information about a topic.</p>	<p><b>Student Book/Teacher’s Edition:</b> 383-388, 389-390, 406, 546-549  <b>SkillsBook:</b> 151-154, 77-84  <b>Daily Language Workout:</b> 44-47, 50-51, 58-59, 60-61, 62-63, 64-65, 66-67, 94, 106, 109  <b>Interactive Writing Skills CD-ROM:</b> Subject-Agreement, Adjectives 1-Modifiers &amp; Articles, Adjectives 2-Comparative &amp; Superlative, Adjectives 3-Irregular</p> <p><b>Student Book/Teacher’s Edition:</b> 375-378, 532-535  <b>SkillsBook:</b> 121-124  <b>Daily Language Workout:</b> 26-29, 34-35, 44-45, 62-63, 68-69, 88-89, 109  <b>Interactive Writing Skills CD-ROM:</b> Nouns 2-Singular &amp; Plural, Nouns 3-Personal &amp; Possessive</p> <p><b>Student Book/Teacher’s Edition:</b> 472  <b>Daily Language Workout:</b> 34-37, 50-53, 60-65, 72-73, 87, 92, 111  <b>Interactive Writing Skills CD-Rom:</b> Apostrophes – in contractions</p> <p><b>Student Book/Teacher’s Edition:</b> 379-382, 536-537  <b>SkillsBook:</b> 125-132  <b>Interactive Writing Skills CD-ROM:</b> Pronouns-Personal &amp; Possessive</p> <p><b>Student Book/Teacher’s Edition:</b> 296-402, 403-406, 526-531  <b>SkillsBook:</b> 77-114</p> <p><b>Student Book/Teacher’s Edition:</b> 407-413  <b>SkillsBook:</b> 101-114  <b>Interactive Writing Skills CD-ROM:</b> Sentences 3-Compound Subjects &amp; Predicates</p> <p><b>Student Book/ Teacher’s Edition:</b> 397-402, 403-406, 526-531  <b>SkillsBook:</b> 93-96  <b>Daily Language Workout:</b> 52-53, 60-61, 70-71, 101, 104, 105</p> <p><b>Student Book/Teacher’s Edition:</b> 296-307, 312-337</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA3C1	<p>k. Uses the dictionary and thesaurus to support word choices.</p> <p>l. Uses common rules of spelling and corrects words using dictionaries and other resources.</p> <p>m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).</p> <p>n. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.</p>	<p><b>Student Book/Teacher’s Edition:</b> 302-303, 450-451</p> <p><b>Student Book/Teacher’s Edition:</b> 302-303, 450-451, 502-509</p> <p><b>Student Book/Teacher’s Edition:</b> 463-485, 486-491  <b>SkillsBook:</b> 3-60  <b>Daily Language Workout:</b> 4-74, 77-111  <b>Interactive Writing Skills CD-ROM:</b> Capitalization 2, Capitalization 2, Capitalization 3, Marking Punctuation</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 34-37, 66, 110, 210-212, 244, 251, 257, 263, 336-337</p>
ELA3LSV1	<p>The student uses oral and visual strategies to communicate. The student</p> <p>c. Uses oral language for different purposes: to inform, persuade, or entertain.</p> <p>d. Listens to and views a variety of media to acquire information.</p>	<p><b>Student Book/Teacher’s Edition:</b> 344-349</p> <p><b>Student Book/Teacher’s Edition:</b> 356-363</p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 4)                      **State-Funded Course:** 23.00500 Language Arts/Grade 4

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4R1	<p>Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>a. Locates facts that answer the reader’s questions.</p> <p>b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).</p> <p>c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).</p> <p>d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).</p> <p>e. Distinguishes cause from effect in context.</p> <p>f. Summarizes main ideas and supporting details.</p> <p>g. Makes perceptive and well-developed connections.</p> <p>h. Distinguishes fact from opinion or fiction.</p>	<p><b>Student Book/Teacher’s Edition: 241</b></p> <p><b>Student Book/Teacher’s Edition: 242-244</b></p> <p><b>Student Book/Teacher’s Edition: 193-196</b></p> <p><b>Student Book/Teacher’s Edition: 226-229, 444-445, 456</b></p> <p><b>Student Book/Teacher’s Edition: 226-229</b></p> <p><b>Student Book/Teacher’s Edition: 204-205, 463</b></p> <p><b>Student Book/Teacher’s Edition: 444, 456, 463</b></p> <p><b>Student Book/Teacher’s Edition: 185, 194, 198, 228, 236</b></p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4R3	<p>The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p> <p>a. Reads a variety of texts and incorporates new words into oral and written language.</p> <p>b. Determines the meaning of unknown words using their context.</p> <p>d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).</p> <p>g. Identifies playful uses of language (e.g., puns, jokes, palindromes).</p>	<p><b>Student Book/Teacher’s Edition:</b> 138, 225-238, 345</p> <p><b>Student Book/Teacher’s Edition:</b> 464-466</p> <p><b>Student Book/Teacher’s Edition:</b> 318-320</p> <p><b>Student Book/Teacher’s Edition:</b> 318-320 <b>SkillsBook:</b> 151-158</p> <p><b>Student Book/Teacher’s Edition:</b> 10, 22, 28, 462-463, 536-559</p>
ELA4W1	<p>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, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p> <p>b. Writes texts of a length appropriate to address the topic or tell the story.</p> <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>	<p><b>Student Book/Teacher’s Edition:</b> 44, 94, 95, 120-121, 243, 244, 248-257, 263, 264, 265, 266, 269-271, 277, 278, 282-284</p> <p><b>Student Book/Teacher’s Edition:</b> 244, 251-254, 264, 270, 276, 282</p> <p><b>Student Book/Teacher’s Edition:</b> 102, 158, 214, 250, 265, 271, 277, 283, 346, 444</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4W1	d. Uses appropriate structures to ensure coherence (e.g., transition elements).	<b>Student Book/Teacher’s Edition:</b> 472-473
ELA4W2	<p>The student demonstrates competence in a variety of genres.</p> <p>Critical Component: The student produces a narrative that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Establishes a plot, setting, and conflict, and/or the significance of events.</p> <p>c. Creates an organizing structure.</p> <p>d. Includes sensory details and concrete language to develop plot and character.</p> <p>e. Excludes extraneous details and inconsistencies.</p> <p>f. Develops complex characters through actions describing the motivation of characters and character conversation.</p> <p>g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.</p> <p>h. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces informational writing (e.g., report, procedures, correspondence) that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p>	<p><b>Student Book/Teacher’s Edition:</b> 75-112, 298, 464-465</p> <p><b>Student Book/Teacher’s Edition:</b> 79-111</p> <p><b>Student Book/Teacher’s Edition:</b> 75, 79-84, 115</p> <p><b>Student Book/Teacher’s Edition:</b> 243, 250, 291</p> <p><b>Student Book/Teacher’s Edition:</b> 243, 425</p> <p><b>Student Book/Teacher’s Edition:</b> 250</p> <p><b>Student Book/Teacher’s Edition:</b> 84, 97, 289, 291, 298, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 26, 90, 52, 62, 90, 146, 202, 254, 264, 276, 282, 440</p> <p><b>Student Book/Teacher’s Edition:</b> 55-62, 127-184, 136, 138, 148-149, 152-153, 167, 245-260, 325-350, 453</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4W2	<p>b. Frames a central question about an issue or situation.</p> <p>c. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p> <p>d. Includes appropriate facts and details.</p> <p>e. Excludes extraneous details and inappropriate information.</p> <p>f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.</p> <p>g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.</p> <p>h. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces a response to literature that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Advances a judgment that is interpretive, evaluative, or reflective.</p> <p>c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.</p> <p>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).</p> <p>e. Excludes extraneous details and inappropriate information.</p>	<p><b>Student Book/Teacher’s Edition:</b> 136, 148-149</p> <p><b>Student Book/Teacher’s Edition:</b> 140, 150-151, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 204-205, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 11, 59, 549, 446</p> <p><b>Student Book/Teacher’s Edition:</b> 81, 93, 204-205, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 351-355</p> <p><b>Student Book/Teacher’s Edition:</b> 274-279, 321-324, 448-449</p> <p><b>Student Book/Teacher’s Edition:</b> 10, 22, 27, 244, 251-254, 264, 270, 276, 280, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 255-259, 265, 271, 277, 283</p> <p><b>Student Book/Teacher’s Edition:</b> 241-244, 245-260, 274-277</p> <p><b>Student Book/Teacher’s Edition:</b> 241-285</p> <p><b>Student Book/Teacher’s Edition:</b> 241, 257-265, 271, 277, 283</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4W2	<p>f. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces a persuasive essay that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. States a clear position.</p> <p>c. Supports a position with relevant evidence.</p> <p>d. Excludes extraneous details and inappropriate information.</p> <p>e. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p> <p>f. Provides a sense of closure to the writing.</p>	<p><b>Student Book/Teacher’s Edition:</b> 257, 274-279, 321-324, 448-449</p> <p><b>Student Book/Teacher’s Edition:</b> 192, 204-205</p> <p><b>Student Book/Teacher’s Edition:</b> 185, 194, 228, 236, 237</p> <p><b>Student Book/Teacher’s Edition:</b> 185, 193, 204-205, 227</p> <p><b>Student Book/Teacher’s Edition:</b> 224</p> <p><b>Student Book/Teacher’s Edition:</b> 193, 206-207</p> <p><b>Student Book/Teacher’s Edition:</b> 186, 206-207, 215-219, 229</p>
ELA4W3	<p>The student uses research and technology to support writing. The student</p> <p>a. Acknowledges information from sources.</p> <p>b. Locates information in reference texts by using organizational features (i.e. prefaces, appendices, index, glossary, and table of contents).</p> <p>c. Uses various reference materials (i.e. dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).</p> <p>d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).</p>	<p><b>Student Book/Teacher’s Edition:</b> 311, 312-316, 351-355</p> <p><b>Student Book/Teacher’s Edition:</b> 308-320</p> <p><b>Student Book/Teacher’s Edition:</b> 317-320</p> <p><b>Student Book/Teacher’s Edition:</b> 44-46, 120-121</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4W4	<p>The student consistently uses a writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p> <p>b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p> <p>c. Edits to correct errors in spelling, punctuation, etc.</p>	<p><b>Student Book/Teacher’s Edition:</b> 6, 11, 53, 58-59, 86, 135, 191, 329</p> <p><b>Student Book/Teacher’s Edition:</b> 14-15, 54-62, 101-102, 117, 130, 147-158, 173, 186, 203-214, 229, 244, 255, 265, 271, 283, 293, 343, 447</p> <p><b>Student Book/Teacher’s Edition:</b> 58-62  <b>SkillsBook:</b> 3, 5, 7-13, 15-19, 23, 25, 27, 29, 31-33, 35, 36, 41, 55, 56, 57, 59, 61  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> Editing for Mechanics (all lessons) and Marking Punctuation (all lessons)</p>
ELA4C1	<p>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. Recognizes the subject-predicate relationship in sentences.</p> <p>b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).</p> <p>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).</p>	<p><b>Student Book/Teacher’s Edition:</b> 421, 560, 562  <b>Daily Language Workout:</b> 28-31, 42, 43, 48-49, 56-57, 62-63, 64-65, 90-91, 97, 112  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Parts of a Sentence 1-Subjects, Parts of a Sentence 2-Predicates</p> <p><b>Student Book/Teacher’s Edition:</b> 318, 395-418  <b>SkillsBook:</b> 167, 169, 170, 133, 135-139, 141, 157, 159, 161, 163, 165, 171-173  <b>Interactive Writing Skills CD-ROM:</b> Using the Parts of Speech 1: Nouns1-Common, Proper and Compound, Nouns 2-Collective, Singular and Plural, Verbs-1 Action &amp; Linking Verbs, Verbs 2- Tenses, Verbs 3- Singular &amp; Plural, Verbs 4- Irregular</p> <p><b>Student Book/Teacher’s Edition:</b> 160, 212, 407, 409, 424, 426-427, 479-507  <b>SkillsBook:</b> 3, 5, 7-19, 41, 85, 99  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> All Lessons</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4C1	<p>d. Uses and identifies words or word parts from other languages that have been adopted into the English language.</p> <p>f. Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p> <p>g. Spells most commonly used homophones correctly (there, they're, their; two, too, to).</p> <p>h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).</p>	<p><b>Student Book/Teacher's Edition:</b> 318-319</p> <p><b>Student Book/Teacher's Edition:</b> 528 <b>SkillsBook:</b> 55-57, 59, 61</p> <p><b>Student Book/Teacher's Edition:</b> 532-535 <b>SkillsBook:</b> 63, 73 <b>Daily Language Workout:</b> 36-37, 40, 41, 44-45, 46-47, 50-51, 52-53, 54-55, 56-57, 58-59, 66-67, 70-73, 94, 96, 102-103, 112</p> <p><b>Student Book/Teacher's Edition:</b> 429-468 <b>SkillsBook:</b> 115, 117, 119, 123, 127, 129 <b>Daily Language Workout:</b> 4-5, 32-35, 38-39, 40-41, 50-55, 56-57, 58-61, 64-65, 68-69, 72-73, 82, 92-93, 96, 103, 104, 109, 110 <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Parts of a Sentence 3-Phrases and Clauses, , Sentences – Types and Kinds</p>
ELA4LSV1	<p>The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p> <p>a. Initiates new topics in addition to responding to adult-initiated topics.</p> <p>b. Asks relevant questions.</p> <p>e. Confirms understanding by paraphrasing the adult's directions or suggestions.</p> <p>f. Displays appropriate turn-taking behaviors.</p> <p>g. Actively solicits another person's comments or opinions.</p> <p>h. Offers own opinion forcefully without domineering.</p>	<p><b>Student Book/Teacher's Edition:</b> 357-366</p> <p><b>Student Book/Teacher's Edition:</b> 357-366</p> <p><b>Student Book/Teacher's Edition:</b> 333, 357-366</p> <p><b>Student Book/Teacher's Edition:</b> 41, 357-366</p> <p><b>Student Book/Teacher's Edition:</b> 357-366</p> <p><b>Student Book/Teacher's Edition:</b> 357-366</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA4LSV1	<p>i. Responds appropriately to comments and questions.</p> <p>j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p> <p>k. Gives reasons in support of opinions expressed.</p> <p>l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.</p>	<p><b>Student Book/Teacher’s Edition:</b> 15, 39-42, 357-366</p> <p><b>Student Book/Teacher’s Edition:</b> 357-366</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 39-42, 357-366</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 39-42, 357-366</p>
ELA4LSV2	<p>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.</p> <p>Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p> <p>b. Evaluates the role of the media in focusing attention and in forming an opinion.</p> <p>c. Judges the extent to which the media provides a source of entertainment as well as a source of information.</p> <p>Critical Component: When delivering or responding to presentations, the student:</p> <p>b. Uses notes, multimedia, or other memory aids to structure the presentation.</p> <p>c. Engages the audience with appropriate verbal cues and eye contact.</p> <p>d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.</p>	<p><b>Student Book/Teacher’s Edition:</b> 351-355, 381-385</p> <p><b>Student Book/Teacher’s Edition:</b> 351-355, 381-385</p> <p><b>Student Book/Teacher’s Edition:</b> 311-386</p> <p><b>Student Book/Teacher’s Edition:</b> 357-366</p> <p><b>Student Book/Teacher’s Edition:</b> 453</p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 5) **State-Funded Course:** 23.00600 Language Arts/Grade 5

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company  
*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5R1	<p>The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>Critical Component: For literary texts, the student identifies the characteristics of various genres and produces evidence of a reading that:</p> <p>a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p> <p>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.</p> <p>e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, and hyperbole), rhythm, or flow when responding to literature.</p> <p>f. Identifies and analyzes the author’s use of dialogue and description.</p> <p>g. Applies knowledge of the concept that theme refers to the message either implied or stated, that the author wants us to derive from a selection.</p> <p>h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.</p>	<p><b>Student Book/Teacher’s Edition:</b> 258, 291, 297, 298</p> <p><b>Student Book/Teacher’s Edition:</b> 258, 297-298351-355, 361-366</p> <p><b>Student Book/Teacher’s Edition:</b> 302, 306, 307, 462</p> <p><b>Student Book/Teacher’s Edition:</b> 84, 97, 104-105, 298, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 250, 258, 298, 335, 336, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 299-307</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5R1	<p>i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)</p> <p>ii. Figurative language (e.g., personification, metaphor, simile, hyperbole)</p> <p>iii. Graphics (i.e., capital letters, line length, stanzas).</p> <p>i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> <p>Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>c. Applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions).</p> <p>d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> <p>e. Distinguishes cause from effect in context.</p> <p>f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p> <p>g. Makes perceptive and well-developed connections.</p> <p>h. Relates new information to prior knowledge and experience and makes connections to related topics or information.</p>	<p><b>Student Book/Teacher’s Edition:</b> 20, 112, 168, 224, 260, 350</p> <p><b>Student Book/Teacher’s Edition:</b> 24, 36, 53, 58, 73, 81-83, 116, 129, 136-137, 174-175, 185, 192, 193, 228, 249, 290, 301, 330, 352, 379, 380, 452, 454, 455, 474</p> <p><b>Student Book/Teacher’s Edition:</b> 296-297, 444, 456</p> <p><b>Student Book/Teacher’s Edition:</b> 258, 291, 296</p> <p><b>Student Book/Teacher’s Edition:</b> 11, 204-205, 258, 291, 443, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 250, 258, 298, 444, 445, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 139, 172, 250, 258, 298, 326, 335, 336, 463</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5R3	<p>The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p> <p>b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example)</p> <p>d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.</p> <p>e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).</p> <p>f. Identifies the meaning of common idioms and figurative phrases.</p> <p>g. Identifies playful uses of language (e.g., puns, jokes, palindromes).</p> <p>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.</p> <p>i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.</p>	<p><b>Student Book/Teacher’s Edition:</b> 464, 465, 536-559</p> <p><b>Student Book/Teacher’s Edition:</b> 160, 172, 318-319, 466</p> <p><b>Student Book/Teacher’s Edition:</b> 466</p> <p><b>Student Book/Teacher’s Edition:</b> 462</p> <p><b>Student Book/Teacher’s Edition:</b> 462</p> <p><b>Student Book/Teacher’s Edition:</b> 211, 399, 410</p> <p><b>Student Book/Teacher’s Edition:</b> 160, 318, 430, 465</p>
ELA5W1	<p>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, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p>	<p><b>Student Book/Teacher’s Edition:</b> 10, 22, 25, 26, 59, 62, 82, 94-95, 108-109, 132, 140, 150-153, 158, 164-165, 172, 188, 194, 196, 206, 207, 220, 221, 244, 255, 265, 271, 277, 283, 293, 303, 358, 444, 445, 447, 456</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5W1	<p>b. Writes texts of a length appropriate to address the topic or tell the story.</p> <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> <p>d. Uses appropriate structures to ensure coherence (e.g., transition elements).</p>	<p><b>Student Book/Teacher’s Edition:</b> 293, 296</p> <p><b>Student Book/Teacher’s Edition:</b> 194, 296, 332-333, 456</p> <p><b>Student Book/Teacher’s Edition:</b> 296, 332, 456</p>
ELA5W2	<p>The student demonstrates competence in a variety of genres.</p> <p>Critical Component: The student produces a narrative that:</p> <p>a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest</p> <p>b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.</p> <p>c. Creates an organizing structure.</p> <p>d. Includes sensory details and concrete language to develop plot and character.</p> <p>e. Excludes extraneous details and inconsistencies.</p> <p>f. Develops complex characters through actions describing the motivation of characters and character conversation.</p> <p>g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.</p> <p>h. Provides a sense of closure to the writing.</p>	<p><b>Student Book/Teacher’s Edition:</b> 10, 22, 23, 24, 53, 58-59, 81, 92, 93, 108, 109, 132, 138, 148, 149, 158, 164, 188, 192, 204, 205, 220, 221, 330, 336, 344</p> <p><b>Student Book/Teacher’s Edition:</b> 44-46. 258, 291, 296, 298, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 26, 444-445, 456-457</p> <p><b>Student Book/Teacher’s Edition:</b> 59, 63, 195, 217, 258, 291, 413, 459, 462</p> <p><b>Student Book/Teacher’s Edition:</b> 16, 54, 62, 159</p> <p><b>Student Book/Teacher’s Edition:</b> 287-298, 459</p> <p><b>Student Book/Teacher’s Edition:</b> 252, 258, 296, 298, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 72, 128, 184, 242-243, 332, 449</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5W2	<p>i. Lifts the level of language using appropriate strategies including word choice.</p> <p>Critical Component: The student produces informational writing (e.g., report, procedures, correspondence) that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Develops a controlling idea that conveys a perspective on a subject.</p> <p>c. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p> <p>d. Includes appropriate facts and details.</p> <p>e. Excludes extraneous details and inappropriate information.</p> <p>f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.</p> <p>g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.</p> <p>h. Provides a sense of closure to the writing.</p> <p>i. Lifts the level of language using appropriate strategies including word choice.</p>	<p><b>Student Book/Teacher’s Edition:</b> 10, 22, 28, 59, 62, 98-99, 108-109, 132, 154, 155, 164-165, 188, 210-211, 255, 293, 301-303, 355</p> <p><b>Student Book/Teacher’s Edition:</b> 309, 323, 329-336, 350</p> <p><b>Student Book/Teacher’s Edition:</b> 309-350</p> <p><b>Student Book/Teacher’s Edition:</b> 323, 329-336</p> <p><b>Student Book/Teacher’s Edition:</b> 309-320</p> <p><b>Student Book/Teacher’s Edition:</b> 324, 343, 346</p> <p><b>Student Book/Teacher’s Edition:</b> 309-320, 334, 340</p> <p><b>Student Book/Teacher’s Edition:</b> 317-320</p> <p><b>Student Book/Teacher’s Edition:</b> 321-324</p> <p><b>Student Book/Teacher’s Edition:</b> 346</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5W2	<p>Critical Component: The student produces a response to literature that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Advances a judgment that is interpretive, evaluative, or reflective.</p> <p>c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.</p> <p>d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.</p> <p>e. Excludes extraneous details and inappropriate information.</p> <p>f. Provides a sense of closure to the writing.</p> <p>g. Lifts the level of language using appropriate strategies including word choice.</p> <p>Critical Component: The student produces a persuasive essay that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. States a clear position in support of a proposal.</p> <p>c. Supports a position with relevant evidence.</p> <p>d. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p>	<p><b>Student Book/Teacher’s Edition:</b> 255</p> <p><b>Student Book/Teacher’s Edition:</b> 243, 248-250, 263, 269, 275, 281</p> <p><b>Student Book/Teacher’s Edition:</b> 280-283</p> <p><b>Student Book/Teacher’s Edition:</b> 241-285, 463</p> <p><b>Student Book/Teacher’s Edition:</b> 244, 256, 265, 271, 277, 283</p> <p><b>Student Book/Teacher’s Edition:</b> 321-324</p> <p><b>Student Book/Teacher’s Edition:</b> 255</p> <p><b>Student Book/Teacher’s Edition:</b> 188, 198, 220, 221, 461</p> <p><b>Student Book/Teacher’s Edition:</b> 194, 226, 232, 236</p> <p><b>Student Book/Teacher’s Edition:</b> 185, 193, 204-205</p> <p><b>Student Book/Teacher’s Edition:</b> 285, 191-196, 227-228, 239</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5W2	<p>f. Excludes extraneous details and inappropriate information.</p> <p>g. Provides a sense of closure to the writing.</p> <p>h. Raises the level of language using appropriate strategies (word choice).</p>	<p><b>Student Book/Teacher’s Edition:</b> 186, 203, 214-218, 229</p> <p><b>Student Book/Teacher’s Edition:</b> 219, 224, 318-319, 324, 448-449</p> <p><b>Student Book/Teacher’s Edition:</b> 188, 210-211, 220-221</p>
ELA5W3	<p>The student uses research and technology to support writing. The student</p> <p>a. Acknowledges information from sources.</p> <p>b. Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information.</p> <p>c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.</p> <p>d. Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts.</p> <p>e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).</p> <p>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).</p> <p>g. Uses a thesaurus to identify alternative word choices and meanings.</p>	<p><b>Student Book/Teacher’s Edition:</b> 328, 334, 340, 342</p> <p><b>Student Book/Teacher’s Edition:</b> 309-320</p> <p><b>Student Book/Teacher’s Edition:</b> 317-320</p> <p><b>Student Book/Teacher’s Edition:</b> 316-320</p> <p><b>Student Book/Teacher’s Edition:</b> 44-46</p> <p><b>Student Book/Teacher’s Edition:</b> 7, 43-47, 311, 313</p> <p><b>Student Book/Teacher’s Edition:</b> 320</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5W4	<p>The student consistently uses a writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p> <p>b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p> <p>c. Edits to correct errors in spelling, punctuation, etc.</p>	<p><b>Student Book/Teacher’s Edition:</b> 3-49</p> <p><b>Student Book/Teacher’s Edition:</b> 7, 14-15, 54, 62, 74, 91-102, 117, 186, 203-214, 229, 303, 324, 343-346, 244, 264, 271, 277, 283, 240, 255</p> <p><b>Student Book/Teacher’s Edition:</b> 479-481, 528-535  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> All Lessons</p>
ELA5C1	<p>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. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).</p> <p>c. Uses and identifies verb phrases and verb tenses.</p> <p>d. Recognizes that a word performs different functions according to its position in the sentence.</p>	<p><b>Student Book/Teacher’s Edition:</b> 396, 400, 404, 411, 414, 416, 417  <b>SkillsBook:</b> 127-171  <b>Interactive Writing Skills CD-ROM:</b> Using Parts of Speech: (All lessons)</p> <p><b>Student Book/Teacher’s Edition:</b> 157, 212  <b>SkillsBook:</b> 89, 91, 122  <b>Daily Language Workout:</b> 148-156  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Subjects and Predicates, Subject and Verb Agreement, Types of Sentences</p> <p><b>Student Book/Teacher’s Edition:</b> 405-407, 566, 582, 586  <b>SkillsBook:</b> 155-157  <b>Interactive Writing Skills CD-ROM:</b> Using Parts of Speech: Verbs -2 Tenses</p> <p><b>Student Book/Teacher’s Edition:</b> 421, 426  <b>SkillsBook:</b> 184</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5C1	<p>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)</p> <p>f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments)</p> <p>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.</p>	<p><b>Student Book/Teacher’s Edition:</b> 101, 428-429  <b>SkillsBook:</b> 113, 115, 115, 117, 118, 119  <b>Daily Language Workout:</b> 4, 5, 32, 33, 38, 39, 66, 72, 78, 92, 95, 100  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Subject and Predicate, Subject and Verb Agreement, Types of Sentences: 428-429</p> <p><b>Student Book/Teacher’s Edition:</b> 424-427, 436, 479-527, 560-569  <b>SkillsBook:</b> 85, 89, 91  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> Editing For Mechanics (All lessons), Marking Punctuation (All Lessons), Understanding Sentences (All Lessons)</p> <p><b>Student Book/Teacher’s Edition:</b> 426, 427, 436, 479-527, 560-569  <b>SkillsBook:</b> 3-41, 45-53, 55-57, 63, 85, 89  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> Editing For Mechanics (All lessons), Marking Punctuation (All Lessons), Understanding Sentences (All Lessons)</p>
ELA5LSV1	<p>The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p> <p>a. Initiates new topics in addition to responding to adult-initiated topics.</p> <p>c. Responds to questions with appropriate information.</p> <p>d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).</p> <p>f. Displays appropriate turn-taking behaviors.</p> <p>i. Responds appropriately to comments and questions.</p>	<p><b>Student Book/Teacher’s Edition:</b> 357-360</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 31-42, 358-359</p> <p><b>Student Book/Teacher’s Edition:</b> 361-366</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 31-42, 358-359</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 31-42, 357-360</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5LSV1	<p>j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p> <p>k. Gives reasons in support of opinions expressed.</p> <p>l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.</p>	<p><b>Student Book/Teacher’s Edition:</b> 357-360</p> <p><b>Student Book/Teacher’s Edition:</b> 185, 193, 204-205, 227</p> <p><b>Student Book/Teacher’s Edition:</b> 15, 31-42, 358-359</p>
ELA5LSV2	<p>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.</p> <p>Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p> <p>a. Demonstrates an awareness of the presence of the media in the daily lives of most people.</p> <p>b. Evaluates the role of the media in focusing attention and in forming an opinion.</p> <p>c. Judges the extent to which media provide a source of entertainment as well as a source of information.</p> <p>Critical Component: 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>b. Uses notes, multimedia, or other memory aids to structure the presentation.</p> <p>c. Engages the audience with appropriate verbal cues and eye contact.</p>	<p><b>Student Book/Teacher’s Edition:</b> 381-385</p> <p><b>Student Book/Teacher’s Edition:</b> 381-385</p> <p><b>Student Book/Teacher’s Edition:</b> 381-385</p> <p><b>Student Book/Teacher’s Edition:</b> 185, 193, 227, 250</p> <p><b>Student Book/Teacher’s Edition:</b> 332-334, 351-355</p> <p><b>Student Book/Teacher’s Edition:</b> 361-366</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA5LSV2	<p>d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.</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><b>Student Book/Teacher's Edition:</b> 10, 22, 27, 255, 293, 463</p> <p><b>Student Book/Teacher's Edition:</b> 194, 388, 444, 456</p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 6)

**State-Funded Course:** 23.01100 Language Arts/Grade 6

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6R2	d. Uses reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words.	<b>Student Book/Teacher’s Edition:</b> 374-375
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.	<b>Student Book/Teacher’s Edition:</b> 329-341
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.  b. Writes texts of a length appropriate to address the topic or tell the story.  c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	<b>Student Book/Teacher’s Edition:</b> 73, 78-79, 152-154, 159, 165-170, 214-216, 227-232, 278-280, 291-294, 346-347, 386-393  <b>Student Book/Teacher’s Edition:</b> 75, 80-81, 107-112, 160, 171, 176, 222, 233-238, 295-300, 380, 394-400 <b>Daily Language Workout:</b> 116-138  <b>Student Book/Teacher’s Edition:</b> 38, 166, 174, 181, 199-204, 242-243, 298, 305, 548, 561

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6W1	d. Uses appropriate structures to ensure coherence (e.g., transition elements).	<b>Student Book/Teacher's Edition:</b> 116, 174, 181, 242-243, 298, 305, 561, 572-573
ELA6W2	<p>The student demonstrates competence in a variety of genres.</p> <p>Critical Component: The student produces a narrative (fictional, personal) that:</p> <p>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).</p> <p>b. Creates an organizing structure appropriate to purpose, audience, and context.</p> <p>c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).</p> <p>d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).</p> <p>e. Excludes extraneous details and inconsistencies.</p> <p>f. Provides a sense of closure appropriate to the writing.</p> <p>Critical Component: The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:</p> <p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</p>	<p><b>Student Book/Teacher's Edition:</b> 139, 343-349</p> <p><b>Student Book/Teacher's Edition:</b> 94, 95, 98, 100, 104, 108, 116-117, 124, 130-131, 137, 139, 141, 153, 345, 346, 348</p> <p><b>Student Book/Teacher's Edition:</b> 105, 106, 107, 110, 115, 347, 355</p> <p><b>Student Book/Teacher's Edition:</b> 105, 107, 109, 115, 119, 136, 347, 349, 350, 351-352, 355, 356</p> <p><b>Student Book/Teacher's Edition:</b> 154</p> <p><b>Student Book/Teacher's Edition:</b> 96, 108, 112, 117, 140, 146-147, 148-149, 150-151, 152-155, 343-352</p> <p><b>Student Book/Teacher's Edition:</b> 72-82, 158, 162, 164, 169, 182-183, 188, 194-195, 201, 204, 215</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6W2	<p>b. Establishes a statement as the main idea or topic sentence.</p> <p>c. Develops a controlling idea that conveys a perspective on the subject.</p> <p>d. Creates an organizing structure appropriate to purpose, audience, and context.</p> <p>e. Develops the topic with supporting details.</p> <p>g. Follows an organizational pattern appropriate to the type of composition.</p> <p>h. Concludes with a detailed summary linked to the purpose of the composition.</p> <p>Critical Component The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions).</p> <p>a. Creates or follows an organizing structure appropriate to purpose, audience, and context.</p> <p>c. Follows an organizational pattern appropriate to the type of composition.</p> <p>Critical Component: The student produces a response to literature that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Demonstrates an understanding of the literary work.</p> <p>d. Organizes an interpretation around several clear ideas, premises, or images.</p>	<p><b>Student Book/Teacher’s Edition:</b> 159, 160, 169, 174-175, 180</p> <p><b>Student Book/Teacher’s Edition:</b> 73, 74, 159, 172-173, 180, 214-217</p> <p><b>Student Book/Teacher’s Edition:</b> 72, 77, 82, 158, 162, 164, 168, 180-181, 188, 194-195, 204, 207, 215</p> <p><b>Student Book/Teacher’s Edition:</b> 81, 174-175, 180, 204, 206-207, 208-209, 210-211, 214-217</p> <p><b>Student Book/Teacher’s Edition:</b> 72, 77, 82, 158, 162, 164, 168, 180-181, 188, 194-195, 204, 215</p> <p><b>Student Book/Teacher’s Edition:</b> 82, 160, 172, 176, 180, 204, 214-217</p> <p><b>Student Book/Teacher’s Edition:</b> 162, 163-164, 170, 172-176, 180, 212-213, 274-277, 576, 577</p> <p><b>Student Book/Teacher’s Edition:</b> 162-164, 170, 172-176, 180, 212-213, 274-277, 576-577</p> <p><b>Student Book/Teacher’s Edition:</b> 284, 288, 290, 293, 306-307, 312, 318-319, 325, 328, 339</p> <p><b>Student Book/Teacher’s Edition:</b> 283-286, 287-290, 291-294, 295-300, 330-331, 332-333, 336-341</p> <p><b>Student Book/Teacher’s Edition:</b> 284-286, 292-294, 295-300, 330-331, 332-333, 334-335, 336-341</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6W2	<p>e. Supports a judgment through references to the text.</p> <p>f. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces a multi-paragraph persuasive essay that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. States a clear position of a proposition or proposal.</p> <p>c. Supports the position with organized and relevant evidence.</p> <p>d. Excludes information and arguments that are irrelevant.</p> <p>e. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p> <p>g. Provides a sense of closure to the writing.</p>	<p><b>Student Book/Teacher’s Edition:</b> 284-286, 292-294, 295-300, 330-331, 332-333, 336-341</p> <p><b>Student Book/Teacher’s Edition:</b> 286, 290, 296, 300</p> <p><b>Student Book/Teacher’s Edition:</b> 219-222, 230-232, 234-235, 555, 576</p> <p><b>Student Book/Teacher’s Edition:</b> 220, 224, 226, 232, 244-245, 250, 256-257, 263, 266, 279</p> <p><b>Student Book/Teacher’s Edition:</b> 221-222, 231, 232, 234, 236-237, 270-271, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 222</p> <p><b>Student Book/Teacher’s Edition:</b> 222, 231, 232, 234, 235-238, 270-271, 272-273, 274-277, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 222, 238, 270-271, 272-273, 274-275, 278-281</p>
ELA6W3	<p>The student uses research and technology to support writing. The student</p> <p>a. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.</p> <p>b. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).</p> <p>c. Cites references.</p>	<p><b>Student Book/Teacher’s Edition:</b> 366, 367, 368, 373</p> <p><b>Student Book/Teacher’s Edition:</b> 388-393, 394-400, 405, 411-414</p> <p><b>Student Book/Teacher’s Edition:</b> 385, 391, 395, 397, 399</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6W4	<p>The student consistently uses the writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p> <p>b. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.</p> <p>c. Edits to correct errors in spelling, punctuation, etc.</p>	<p><b>Student Book/Teacher’s Edition:</b> 80-81, 101-106, 107-112, 165-170, 171-176, 227-232, 233-238, 291-294, 386-393, 394-400</p> <p><b>Student Book/Teacher’s Edition:</b> 74, 96, 114-115, 116-117, 178-179, 180-181, 222, 240-241, 286, 302-303, 304-305</p> <p><b>Student Book/Teacher’s Edition:</b> 222, 252-253, 271, 275, 280, 281  <b>SkillsBook:</b> 3-6, 23-24, 41-44, 45-46, 47-48, 51-52  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> All Lessons</p>
ELA6C1	<p>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>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>ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.</p>	<p><b>Student Book/Teacher’s Edition:</b> 470, 630, 632-633  <b>SkillsBook:</b> 123-128  <b>Daily Language Workout:</b> 8-9, 18-19, 22-23, 26-27, 28-29, 42-43, 50-51, 66-67  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Nouns 1- Kinds, Number and Gender, Nouns 2- Noun Uses</p> <p><b>Student Book/Teacher’s Edition:</b> 474-475, 706-709, 712-715  <b>Daily Language Workout:</b> 20-21, 24-25, 48-49, 54-55, 62-63  <b>SkillsBook:</b> 133, 135-136, 139-140  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Pronouns 1- Antecedents, Number and Person, Pronoun 2- Pronoun Types</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6C1	<p>iii. Identifies and uses adjectives – common, proper, and demonstrative.</p> <p>iv. Identifies and uses verbs – action (transitive/intransitive), linking, and state-of-being.</p> <p>v. Identifies and uses verb phrases – main verbs and helping verbs.</p> <p>vi. Identifies and uses adverbs.</p> <p>vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).</p> <p>viii. Identifies and uses conjunctions – coordinating, correlative, and common subordinating.</p> <p>ix. Identifies and uses interjections.</p> <p>b. Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).</p>	<p><b>Student Book/Teacher’s Edition:</b> 253, 486, 732  <b>SkillsBook:</b> 159-166  <b>Daily Language Workout:</b> 16-17, 22-23, 24, 25, 26, 27, 30-31, 44-45, 48-49, 50-51, 54-55, 56-57, 70-71, 73, 88, 91, 93, 98, 101, 104, 105  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Adjectives</p> <p><b>Student Book/Teacher’s Edition:</b> 41, 185, 473, 480, 482, 570  <b>Daily Language Workout:</b> 16-17, 26-27, 30-31, 36-37, 42-43, 52-53, 66-67, 70-71  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Verbs 1- Action, Linking and Helping, Verbs 2- Perfect Tenses</p> <p><b>Student Book/Teacher’s Edition:</b> 700-701, 730-731  <b>SkillsBook:</b> 145-146  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Verbs 1- Action, Linking and Helping</p> <p><b>Student Book/Teacher’s Edition:</b> 120, 490-493, 736-737, 738-739  <b>SkillsBook:</b> 167-168, 169-170  <b>Daily Language Workout:</b> 8-9, 80  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Adverbs</p> <p><b>Student Book/Teacher’s Edition:</b> 181, 473, 494-495, 519  <b>SkillsBook:</b> 71-72, 171-172  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Prepositions</p> <p><b>Student Book/Teacher’s Edition:</b> 248, 249, 496-498, 552-553  <b>SkillsBook:</b> 175-179  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Conjunctions</p> <p><b>Student Book/Teacher’s Edition:</b> 588-589, 746-747  <b>SkillsBook:</b> 173-174  <b>Daily Language Workout:</b> 6, 7, 22-23, 42-43, 62-63, 64-65, 72-73, 79</p> <p><b>Student Book/Teacher’s Edition:</b> 501-503, 690-700  <b>SkillsBook:</b> 63-66, 67-68, 85-88, 89-90  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Subject and Predicate</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6C1	<p>c. Identifies and writes simple, compound, and complex, and compound-complex sentences, avoiding fragments and run-ons.</p> <p>d. Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).</p> <p>e. Uses common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.</p>	<p><b>Student Book/Teacher’s Edition:</b> 123-187, 248-249, 504-505, 506, 517  <b>SkillsBook:</b> 75-80, 101-102, 103-106, 107-110  <b>Daily Language Workout:</b> 28-29, 34-35, 48-49, 62-63, 68-69, 72-73, 81, 84, 87, 90, 92, 100, 110  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Simple and Compound Sentences, Sentence Combining</p> <p><b>Student Book/Teacher’s Edition:</b> 582-590, 594-595  <b>SkillsBook:</b> 7-22  <b>Daily Language Workout:</b> 36-37, 38-39, 40-41, 44-45, 56-57, 60-61, 62-63, 66-67, 84, 94, 95, 96, 101, 106  <b>Interactive Writing Skills CD-ROM:</b> Editing for Punctuation: Commas with Items in a Series, Commas with Nonrestrictive Clauses, Commas to Separate Adjectives, Commas with Introductory Word Groups</p> <p><b>Student Book/Teacher’s Edition:</b> 632-633, 642-644, 645-651  <b>SkillsBook:</b> 51-52</p>
ELA6LSV1	<p>The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p> <p>b. Asks relevant questions.</p> <p>c. Responds to questions with appropriate information.</p> <p>h. Responds appropriately to comments and questions.</p>	<p><b>Student Book/Teacher’s Edition:</b> 420-421</p> <p><b>Student Book/Teacher’s Edition:</b> 430</p> <p><b>Student Book/Teacher’s Edition:</b> 420-421, 430</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA6LSV2	<p>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.</p> <p>Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p> <p>b. Identifies the tone, mood, and emotion conveyed in the oral communication.</p> <p>Critical Component: When delivering or responding to presentations, the student:</p> <p>a. Gives oral presentations or dramatic interpretations for various purposes.</p> <p>b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).</p> <p>d. Uses rubrics as assessment tools.</p> <p>e. Uses electronic media for presentations.</p>	<p><b>Student Book/Teacher’s Edition:</b> 418, 421, 428</p> <p><b>Student Book/Teacher’s Edition:</b> 411-415, 423-430</p> <p><b>Student Book/Teacher’s Edition:</b> 428-429, 430</p> <p><b>Student Book/Teacher’s Edition:</b> 415, 429</p> <p><b>Student Book/Teacher’s Edition:</b> 411-415</p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 7)

**State-Funded Course:** 23.01200 Language Arts/Grade 7

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7R1	<p>The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>Critical Component: For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>a. Distinguishes between the concepts of theme in a literary work and the author’s purpose in an expository text.</p> <p>b. Interprets a character’s traits, emotions, or motivations and gives supporting evidence from a text.</p> <p>i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme)</p> <p>ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole)</p> <p>h. Identifies and analyzes how an author’s use of words creates tone and mood, giving supporting evidence from text.</p>	<p><b>Student Book/Teacher’s Edition:</b> 305, 352, 561</p> <p><b>Student Book/Teacher’s Edition:</b> 336-339, 340-341</p> <p><b>Student Book/Teacher’s Edition:</b> 324-328</p> <p><b>Student Book/Teacher’s Edition:</b> 326-327, 360-361</p> <p><b>Student Book/Teacher’s Edition:</b> 41, 80, 120, 309, 352</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7R1	<p>Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>b. Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).</p>	<b>Student Book/Teacher’s Edition:</b> 390, 391, 395, 412-414
ELA7R2	<p>The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p> <p>a. Determines the meaning of unfamiliar words using context clues (e.g., contrast, cause and effect, etc.).</p>	<b>Student Book/Teacher’s Edition:</b> 562, 563
ELA7RC4	<p>The student establishes a context for information acquired by reading across subject areas. The student content.</p> <p>c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</p>	<b>Student Book/Teacher’s Edition:</b> 562-563
ELA7W1	<p>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</p> <p>a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p> <p>b. Writes texts of a length appropriate to address the topic or tell the story.</p>	<p><b>Student Book/Teacher’s Edition:</b> 144, 145, 150-151, 152-154, 210-211, 214-216, 261-266, 268-269, 278-280, 323-328, 336-341</p> <p><b>Student Book/Teacher’s Edition:</b> 144-145, 150-151, 152-154, 210-211, 214-216, 261-266, 268-269, 278-280, 323-328, 336-341</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7W1	<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> <p>d. Uses appropriate structures to ensure coherence (e.g., transition elements).</p> <p>e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p><b>Student Book/Teacher’s Edition:</b> 104, 139, 152-155, 166-167, 202-203, 214-217, 221, 228-229, 270-271, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 39, 116, 117, 298, 304, 561, 572-573</p> <p><b>Student Book/Teacher’s Edition:</b> 88-89, 152-155, 208-209, 214-217, 261-266, 278-281, 554, 558</p>
ELA7W2	<p>The student demonstrates competence in a variety of genres.</p> <p>Critical Component: The student produces a narrative (fictional, personal, experiential) that:</p> <p>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> <p>b. Creates an organizing structure appropriate to purpose, audience, and context.</p> <p>c. Develops characters using standard methods of characterization.</p> <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> <p>e. Excludes extraneous details and inconsistencies.</p> <p>f. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, tone, and mood).</p>	<p><b>Student Book/Teacher’s Edition:</b> 93-96, 98-100, 102-112, 135-140, 343-348, 351-352</p> <p><b>Student Book/Teacher’s Edition:</b> 95-96, 104, 116, 117, 139-140, 152-155, 347, 350, 356</p> <p><b>Student Book/Teacher’s Edition:</b> 346-348</p> <p><b>Student Book/Teacher’s Edition:</b> 105, 114, 115, 140, 346-348, 353-356</p> <p><b>Student Book/Teacher’s Edition:</b> 96, 141, 154</p> <p><b>Student Book/Teacher’s Edition:</b> 93-96, 97-100, 101-106, 109-112, 114-115, 118-119, 120-121, 126, 140, 347, 378, 350, 351-352, 353-356</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7W2	<p>g. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Develops a controlling idea that conveys a perspective on the subject.</p> <p>c. Creates an organizing structure appropriate to purpose, audience, and context.</p> <p>d. Develops the topic with supporting details.</p> <p>e. Excludes extraneous and inappropriate information.</p> <p>f. Follows an organizational pattern appropriate to the type of composition.</p> <p>g. Concludes with a detailed summary linked to the purpose of the composition.</p> <p>Critical Component The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint; instructions and procedures; lab reports; slide presentations)</p> <p>a. Creates or follows an organizing structure appropriate to purpose, audience, and context.</p> <p>c. Follows an organizational pattern appropriate to the type of composition.</p>	<p><b>Student Book/Teacher’s Edition:</b> 96, 112, 140, 144-145, 146-147, 148-149, 150-151, 154, 155, 347, 348</p> <p><b>Student Book/Teacher’s Edition:</b> 158, 160, 162, 170, 173, 178, 182-183, 194-195, 201, 204</p> <p><b>Student Book/Teacher’s Edition:</b> 73, 82, 162, 166, 178-179, 194-195, 202, 204</p> <p><b>Student Book/Teacher’s Edition:</b> 73, 79, 80-82, 168, 180-181, 188, 203, 201, 209</p> <p><b>Student Book/Teacher’s Edition:</b> 73, 74, 78, 82, 159-160, 167, 170, 210-211, 212-213</p> <p><b>Student Book/Teacher’s Edition:</b> 74, 82, 181</p> <p><b>Student Book/Teacher’s Edition:</b> 73, 79, 80, 82, 168, 180-181, 188, 203, 201, 209</p> <p><b>Student Book/Teacher’s Edition:</b> 74, 82, 172, 176, 204, 214-217</p> <p><b>Student Book/Teacher’s Edition:</b> 212-213, 274-277, 576, 577</p> <p><b>Student Book/Teacher’s Edition:</b> 212-213, 274-277, 576, 577</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7W2	<p>d. Applies rules of Standard English.</p> <p>Critical Component: The student produces a response to literature that:</p> <p>b. Demonstrates an understanding of the literary work.</p> <p>c. Organizes an interpretation around several clear ideas, premises, or images from the original work.</p> <p>f. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces a multi-paragraph persuasive essay that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. States a clear position or perspective in support of a proposition or proposal.</p> <p>c. Describes the points in support of the proposition, employing well-articulated, relevant evidence.</p> <p>e. Creates an organizing structure appropriate to a specific purpose, audience, and context.</p> <p>f. Anticipates and addresses readers’ concerns and counter-arguments.</p>	<p><b>Student Book/Teacher’s Edition:</b> 212-213, 274-277</p> <p><b>Student Book/Teacher’s Edition:</b> 284, 286, 289, 291-294, 323-328, 330-331, 334-335, 336-341</p> <p><b>Student Book/Teacher’s Edition:</b> 287-294, 295-300, 303, 323-328, 336-341</p> <p><b>Student Book/Teacher’s Edition:</b> 286, 290, 296, 300, 327, 330-331, 339</p> <p><b>Student Book/Teacher’s Edition:</b> 224, 226, 231, 244-245, 250, 256-257, 263, 266, 281</p> <p><b>Student Book/Teacher’s Edition:</b> 219-222, 223-232, 233-238, 261-266, 268-269, 270-273, 274-275, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 219-222, 223-232, 233-238, 261-266, 268-269, 270-273, 274-275, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 221, 222, 232, 234-238, 242-243, 265, 266, 268-269, 270-271, 272-273, 274-275, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 238, 241</p>
ELA7W3	<p>The student uses research and technology to support writing. The student</p> <p>a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.</p>	<p><b>Student Book/Teacher’s Edition:</b> 387-389</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7W3	<p>b. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</p> <p>c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).</p> <p>d. Documents sources</p>	<p><b>Student Book/Teacher’s Edition:</b> 393, 397, 403-404</p> <p><b>Student Book/Teacher’s Edition:</b> 411-414</p> <p><b>Student Book/Teacher’s Edition:</b> 393, 397, 403-404</p>
ELA7W4	<p>The student consistently uses the writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p> <p>b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.</p> <p>c. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.</p> <p>d. Edits writing to improve word choice after checking the precision of the vocabulary.</p>	<p><b>Student Book/Teacher’s Edition:</b> 73, 101-106, 107-112, 159, 165, 170, 171, 176, 227-232, 295-300, 355, 356, 396-404</p> <p><b>Student Book/Teacher’s Edition:</b> 167, 170, 203, 232, 391, 395, 441-448</p> <p><b>Student Book/Teacher’s Edition:</b> 116-117, 141, 145, 178-179, 180-181, 242-243, 266, 301-302 304-305</p> <p><b>Student Book/Teacher’s Edition:</b> 120-121, 141, 145, 184-185, 246-247, 266, 308-309, 328, 348, 406</p> <p><b>SkillsBook:</b> 61-66</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7C1	<p>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 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> <p>b. Identifies and writes correctly punctuated adjective and adverb clauses.</p> <p>c. Uses standard subject-verb and pronoun-antecedent agreement.</p> <p>d. Identifies and uses verb tenses consistently (simple and perfect).</p> <p>e. Demonstrates correct usage of comparative and superlative forms of adjectives and adverbs.</p> <p>f. Demonstrates appropriate comma and semicolon usage(compound, complex, and compound-complex sentences, and split dialogue).</p>	<p><b>Student Book/Teacher’s Edition:</b> 248, 249, 252, 253, 310, 311, 488, 496, 503-504, 505, 506, 512-514, 515, 516, 517, 533  <b>SkillsBook:</b> 80, 81-84, 91-92, 109-110, 111-116, 117-118  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> All Lessons</p> <p><b>Student Book/Teacher’s Edition:</b> 191, 698  <b>SkillsBook:</b> 75-76</p> <p><b>Student Book/Teacher’s Edition:</b> 477-478, 508-509  <b>SkillsBook:</b> 93-98, 99, 147-150  <b>Daily Language Workout:</b> 4-7, 10-15, 20-39, 46-53, 58-63, 66-69, 72-73, 81, 86-96, 100, 101, 105, 106, 108, 109  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Subjects and Predicates</p> <p><b>Student Book/Teacher’s Edition:</b> 314, 483-484, 720-726  <b>SkillsBook:</b> 153-154, 157-158  <b>Daily Language Workout:</b> 6-7, 10, 11, 14-15, 28-29, 48, 49, 50-51, 52-53, 56-57, 62-63, 79, 83, 90, 102, 104  <b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Verbs 2-Perfect Tenses</p> <p><b>Student Book/Teacher’s Edition:</b> 487, 491  <b>SkillsBook:</b> 169-170, 173-174  <b>Daily Language Workout:</b> 6-9, 20-21r, 34-35, 44-45, 46-47, 62-63, 66-67, 70-71, 86, 98, 99, 105, 107, 109  <b>Interactive Writing Skills CD-ROM:</b> Parts of Speech: Adjectives and Adverbs</p> <p><b>Student Book/Teacher’s Edition:</b> 192, 252, 253, 315, 582-590, 594  <b>SkillsBook:</b> 11-14, 15-18, 19-20, 21-22, 23-30  <b>Daily Language Workout:</b> 6, 7, 12, 13, 18-21, 26-31, 36-41, 56-57, 58-59, 70-71, 79, 82, 90, 93  <b>Interactive Writing Skills CD-ROM:</b> Editing for Punctuation: Commas with Items in a Series, Commas with Nonrestrictive Clauses, Commas with Introductory Word Groups, Commas to Separate Adjectives</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA7C1	<p>g. Distinguishes differences in meaning and spelling of commonly confused homonyms.</p> <p>h. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</p>	<p><b>Student Book/Teacher’s Edition:</b> 652-687</p> <p><b>Student Book/Teacher’s Edition:</b> 125-128, 142, 189-192, 222, 251-254, 286, 313-316, 328, 357, 407-408</p>
ELALSV1	<p>The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p> <p>b. Asks relevant questions.</p> <p>c. Responds to questions with appropriate information.</p> <p>e. Displays appropriate turn-taking behaviors.</p> <p>f. Actively solicits another person’s comments or opinion</p> <p>h. Responds appropriately to comments and questions.</p> <p>j. Gives reasons in support of opinions expressed.</p> <p>k. Clarifies, illustrates, or expands on a response when asked to do so.</p>	<p><b>Student Book/Teacher’s Edition:</b> 421-422</p> <p><b>Student Book/Teacher’s Edition:</b> 420-421, 422</p> <p><b>Student Book/Teacher’s Edition:</b> 420-421, 422</p> <p><b>Student Book/Teacher’s Edition:</b> 421-422</p> <p><b>Student Book/Teacher’s Edition:</b> 420-421, 422</p> <p><b>Student Book/Teacher’s Edition:</b> 422</p> <p><b>Student Book/Teacher’s Edition:</b> 421</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELALSV2	<p>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.</p> <p>Critical Component: When delivering and responding to presentations, the student:</p> <p>a. Gives oral presentations or dramatic interpretations for various purposes.</p> <p>b. Organizes information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p>c. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).</p> <p>e. Uses rubrics as assessment tools.</p> <p>g. Uses multimedia in presentations.</p>	<p><b>Student Book/Teacher’s Edition: 423-430</b></p> <p><b>Student Book/Teacher’s Edition: 426-427</b></p> <p><b>Student Book/Teacher’s Edition: 428-430</b></p> <p><b>Student Book/Teacher’s Edition: 415, 429</b></p> <p><b>Student Book/Teacher’s Edition: 411-415, 425</b></p>

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** English/Language Arts (Grade 8)

**State-Funded Course:** 23.01300 Language Arts/Grade 8

**Textbook Title:** Write Source

**Publisher:** Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA8R1	<p>The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).</p>	<p><b>Student Book/Teacher’s Edition:</b> 203, 447, 534, 548-549, 551, 801-805</p>
ELA8R2	<p>The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p> <p>a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.</p> <p>b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.</p>	<p><b>Student Book/Teacher’s Edition:</b> 106, 120-121, 372, 373, 470-473, 474-479, 480-485, 486-489, 490-493, 560</p> <p><b>Student Book/Teacher’s Edition:</b> 562-563</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA8RC2	<p>The student participates in discussions related to curricular learning in all subject areas. The student</p> <p>f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).</p>	<p><b>Student Book/Teacher’s Edition:</b> 42, 138, 150, 166, 221, 265, 330, 355, 414, 484</p>
ELA8W1	<p>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>b. Writes texts of a length appropriate to address the topic or tell the story.</p> <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> <p>d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).</p> <p>e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p><b>Student Book/Teacher’s Edition:</b> 154-155, 202-204, 216-217, 264-266, 280-281, 326-328, 340-341, 386-402, 449-458</p> <p><b>Student Book/Teacher’s Edition:</b> 154-155, 202-204, 216-217, 264-266, 280-281, 326-328, 340-341, 386-402, 449-458 <b>Daily Language Workouts:</b> 116-138</p> <p><b>Student Book/Teacher’s Edition:</b> 105, 168, 170, 203, 447, 534, 537, 548</p> <p><b>Student Book/Teacher’s Edition:</b> 38, 42, 109, 236, 299, 512, 522, 539, 559, 572-573</p> <p><b>Student Book/Teacher’s Edition:</b> 37, 221, 229, 231-232, 270-271, 272-273, 280-281, 531, 554, 555, 558</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA8W2	<p>The student demonstrates competence in a variety of genres.</p> <p>Critical Component: The student produces a narrative (fictional, personal, experiential) that:</p> <p>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> <p>b. Creates an organizing structure appropriate to purpose, audience, and context.</p> <p>c. Relates a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>d. Reveals the significance of the writer’s attitude about the subject.</p> <p>e. Develops complex major and minor characters using standard methods of characterization.</p> <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> <p>g. Excludes extraneous and inappropriate information.</p> <p>h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).</p> <p>i. Provides a sense of closure appropriate to the writing.</p>	<p><b>Student Book/Teacher’s Edition:</b> 93-96, 99, 103, 109, 115, 117, 138-139, 140, 144-145, 146-147, 148-149, 150-151, 152-155</p> <p><b>Student Book/Teacher’s Edition:</b> 95, 98, 105, 117, 138-139, 140, 145, 147, 149, 151, 155</p> <p><b>Student Book/Teacher’s Edition:</b> 95-96, 102, 105, 110-111, 114, 118, 122-123, 139, 140, 144-145, 146-147, 148-149, 150-151, 152-155</p> <p><b>Student Book/Teacher’s Edition:</b> 105, 106, 111, 118-119, 121, 145, 147, 149, 155</p> <p><b>Student Book/Teacher’s Edition:</b> 138, 145, 149</p> <p><b>Student Book/Teacher’s Edition:</b> 96, 106, 110, 114, 120-121, 140, 155</p> <p><b>Student Book/Teacher’s Edition:</b> 147</p> <p><b>Student Book/Teacher’s Edition:</b> 110-111, 116, 118-119, 120-121, 140, 145, 149, 155</p> <p><b>Student Book/Teacher’s Edition:</b> 108, 112, 117, 140, 144-145, 146-147, 148-149, 150-151, 153-155</p>

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
ELA8W2	<p>Critical Component: The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. Develops a controlling idea that conveys a perspective on the subject.</p> <p>c. Creates an organizing structure appropriate to purpose, audience, and context.</p> <p>d. Develops the topic with supporting details.</p> <p>e. Excludes extraneous and inappropriate information.</p> <p>f. Follows an organizational pattern appropriate to the type of composition.</p> <p>g. Concludes with a detailed summary linked to the purpose of the composition.</p> <p>Critical Component The student produces technical writing (business correspondence: letters of application and letters of recommendation, résumés, abstracts, user guides or manuals, web pages)</p> <p>a. Creates or follows an organizing structure appropriate to purpose, audience, and context.</p> <p>b. Excludes extraneous and inappropriate information.</p> <p>c. Follows an organizational pattern appropriate to the type of composition.</p>	<p><b>Student Book/Teacher’s Edition:</b> 82, 162, 165-167, 169, 173, 182-183, 188, 194-195, 217</p> <p><b>Student Book/Teacher’s Edition:</b> 35, 73, 78, 159, 160, 165-167, 170, 172, 202-204, 211, 217</p> <p><b>Student Book/Teacher’s Edition:</b> 80-82, 162, 168, 180-181, 188, 194-195, 200-204, 207, 209, 211, 213, 217</p> <p><b>Student Book/Teacher’s Edition:</b> 35, 73, 78, 159, 160, 165-167, 170, 172, 202-204, 217</p> <p><b>Student Book/Teacher’s Edition:</b> 74, 82, 160, 213</p> <p><b>Student Book/Teacher’s Edition:</b> 80-82, 162, 168, 180-181, 188, 194-195, 200-204, 207, 209, 211, 213, 217</p> <p><b>Student Book/Teacher’s Edition:</b> 82, 160, 176, 204, 208, 211, 217</p> <p><b>Student Book/Teacher’s Edition:</b> 150-151, 212-213, 274-277, 576, 577</p> <p><b>Student Book/Teacher’s Edition:</b> 213</p> <p><b>Student Book/Teacher’s Edition:</b> 150-151, 212-213, 274-277, 576, 577</p>

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA8W2	<p>Critical Component: The student produces a response to literature that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, or otherwise developing reader interest.</p> <p>b. Demonstrates an understanding of the literary work.</p> <p>d. Justifies interpretations through sustained use of examples and textual evidence from the literary work.</p> <p>h. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces a multi-paragraph persuasive essay that:</p> <p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p> <p>b. States a clear position or perspective in support of a proposition or proposal.</p> <p>c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.</p> <p>d. Includes appropriate relevant information and arguments.</p> <p>f. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.</p>	<p><b>Student Book/Teacher’s Edition:</b> 288, 292, 306-307, 312, 318-319, 326, 328, 336-341</p> <p><b>Student Book/Teacher’s Edition:</b> 283-286, 287-294, 302, 323-326, 336-341</p> <p><b>Student Book/Teacher’s Edition:</b> 283-286, 288, 291-294, 295-300, 304</p> <p><b>Student Book/Teacher’s Edition:</b> 286, 290, 300, 305, 325, 327</p> <p><b>Student Book/Teacher’s Edition:</b> 222, 224, 233-238, 244-245, 250, 256-257, 266, 281</p> <p><b>Student Book/Teacher’s Edition:</b> 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 219-222, 227-232, 233-238, 243, 264-266, 268-269, 270-271, 272-273, 274-277, 281</p> <p><b>Student Book/Teacher’s Edition:</b> 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-275, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 221, 229, 230, 241, 242-243</p>

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
ELA8W2	<p>g. Supports arguments with detailed evidence, citing sources of information as appropriate.</p> <p>h. Anticipates and addresses reader concerns and counter-arguments.</p> <p>i. Provides a sense of closure to the writing.</p> <p>Critical Component: The student produces a piece of writing drawn from research that:</p> <p>a. Poses relevant and tightly drawn questions about the topic.</p> <p>b. Engages the reader by establishing a context.</p> <p>c. Conveys clear and accurate perspectives on the subject.</p> <p>d. States a thesis.</p> <p>e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.</p> <p>f. Uses a variety of primary and secondary sources and distinguishes the nature and value of each.</p> <p>g. Organizes and displays information on charts, maps, and graphs.</p> <p>h. Provides a sense of closure to the writing.</p> <p>i. Documents resources (bibliography, footnotes, endnotes, etc.).</p>	<p><b>Student Book/Teacher’s Edition:</b> 219-222, 223-235, 262, 264-266, 268-269, 270-271, 272-273, 274-275, 278-281</p> <p><b>Student Book/Teacher’s Edition:</b> 221, 229, 230, 241, 242-243</p> <p><b>Student Book/Teacher’s Edition:</b> 238, 266, 268-269, 270-271, 274-275</p> <p><b>Student Book/Teacher’s Edition:</b> 387, 389, 390, 397</p> <p><b>Student Book/Teacher’s Edition:</b> 397</p> <p><b>Student Book/Teacher’s Edition:</b> 375-378, 398-401</p> <p><b>Student Book/Teacher’s Edition:</b> 380, 393, 394, 397, 561</p> <p><b>Student Book/Teacher’s Edition:</b> 375-378, 390-391, 397-402</p> <p><b>Student Book/Teacher’s Edition:</b> 364, 374</p> <p><b>Student Book/Teacher’s Edition:</b> 381, 389, 412-414</p> <p><b>Student Book/Teacher’s Edition:</b> 378, 384, 402</p> <p><b>Student Book/Teacher’s Edition:</b> 382, 385, 392, 296, 403-404</p>

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ELA8W3	<p>The student uses research and technology to support writing. The student</p> <p>a. Plans and conducts multiple-step information searches by using computer networks and modems.</p> <p>c. Avoids plagiarism.</p>	<p><b>Student Book/Teacher’s Edition:</b> 365, 367</p> <p><b>Student Book/Teacher’s Edition:</b> 391</p>
ELA8W4	<p>The student consistently uses the writing process to develop, revise, and evaluate writing. The student</p> <p>a. Plans and drafts independently and resourcefully.</p> <p>b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.</p> <p>c. Edits writing to improve word choice, grammar, punctuation, etc.</p>	<p><b>Student Book/Teacher’s Edition:</b> 73, 80-82, 107-112, 138-139, 159, 222, 286, 295-300, 377, 378</p> <p><b>Student Book/Teacher’s Edition:</b> 22, 74, 82, 96, 113-124, 141, 160, 177-188, 301-312, 405-406</p> <p><b>Student Book/Teacher’s Edition:</b> 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328,407-408</p> <p><b>SkillsBook:</b> 41-42, 43-44, 45-46, 47-49</p> <p><b>Daily Language Workout:</b> 4-112</p> <p><b>Interactive Writing Skills CD-ROM:</b> All Lessons</p>
ELA8C1	<p>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 students:</p> <p>a. Declines pronouns by gender and case, and demonstrates correct usage in sentences.</p>	<p><b>Student Book/Teacher’s Edition:</b> 252-253, 474-479, 515, 706-715</p> <p><b>SkillsBook:</b> 139-140, 141-142, 145-146, 147-148, 149-150, 151-152</p> <p><b>Daily Language Workout:</b> 16-17, 22-23, 32-33, 50-51, 68-69, 84, 87, 94, 101, 182</p> <p><b>Interactive Writing Skills CD-ROM:</b> The Parts of Speech: Pronouns 1- Types, Pronouns 2- Number and Person, Pronoun 3- Uses</p>

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ELA8C1	<p>b. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.</p> <p>c. Revises sentences by correcting misplaced and dangling modifiers.</p> <p>d. Revises sentences by correcting errors in usage.</p> <p>e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).</p> <p>f. Analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases).</p> <p>g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</p>	<p><b>Student Book/Teacher’s Edition:</b> 191, 222, 248, 314-316, 502, 503, 504, 516, 517, 518, 579-614  <b>Skillsbook:</b> 14, 67-68, 74, 78, 105-106, 117-118  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Subjects and Predicates, Direct and Indirect Objects, Subject and Verb Agreement, Sentence Combining</p> <p><b>Student Book/Teacher’s Edition:</b> 43, 185, 507  <b>Skillsbook:</b> 87-88  <b>Daily Language Workout:</b> 42, 43, 104, 107</p> <p><b>Student Book/Teacher’s Edition:</b> 74, 82, 125, 128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408  <b>Skillsbook:</b> 86, 89-90, 91-92, 95-98, 99-100, 135-136  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> Using the Right Word: Using the Right Word 1, Using the Right Word 2, Using the Right Word 3, Using the Right Word 4, Understanding Sentences: All lessons, The Parts of Speech: All Lessons</p> <p><b>Student Book/Teacher’s Edition:</b> 314, 503, 504, 512, 516, 582-591, 594-595  <b>SkillsBook:</b> 5-21, 77, 79-80  <b>Daily Language Workout:</b> 4-7, 12-21, 28, 29, 34-35, 38-41, 46-47, 50-51, 60-61, 62-63, 66-67, 83, 84, 94-95, 99, 101, 106  <b>Interactive Writing Skills CD-ROM:</b> Editing for Punctuation: Commas with Nonrestrictive Clauses, Punctuating Dialogue; Understanding Sentences: Sentence Combining</p> <p><b>Student Book/Teacher’s Edition:</b> 122, 498, 500, 503, 513, 515, 516, 517, 519, 590-591  <b>Skillsbook:</b> 65-66, 67-68, 69-72  <b>Daily Language Workout:</b> 4-112  <b>Interactive Writing Skills CD-ROM:</b> Understanding Sentences: Subjects and Predicates, Independent and Dependent Clauses, Phrases, Simple and Compound Sentences, Sentence Combining</p> <p><b>Student Book/Teacher’s Edition:</b> 74, 82, 125-128, 142, 189-192, 222, 251-254, 313-316, 328, 407-408</p>

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ELA8LSV1	<p>The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p> <p>b. Asks relevant questions.</p> <p>c. Responds to questions with appropriate information.</p> <p>e. Displays appropriate turn-taking behaviors.</p> <p>h. Responds appropriately to comments and questions.</p> <p>i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p> <p>j. Gives reasons in support of opinions expressed.</p>	<p><b>Student Book/Teacher’s Edition: 421</b></p> <p><b>Student Book/Teacher’s Edition: 421</b></p> <p><b>Student Book/Teacher’s Edition: 422</b></p> <p><b>Student Book/Teacher’s Edition: 421, 430</b></p> <p><b>Student Book/Teacher’s Edition: 422</b></p> <p><b>Student Book/Teacher’s Edition: 422</b></p>
ELA8LSV2	<p>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.</p> <p>Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p> <p>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.</p>	<p><b>Student Book/Teacher’s Edition: 421</b></p>

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ELA8LSV2	<p>Critical Component: When delivering and responding to presentations, the student:</p> <p>a. Gives oral presentations or dramatic interpretations for various purposes.</p> <p>b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p>c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).</p>	<p><b>Student Book/Teacher’s Edition:</b> 423-430</p> <p><b>Student Book/Teacher’s Edition:</b> 426-427, 430</p> <p><b>Student Book/Teacher’s Edition:</b> 424, 425, 428, 430</p>

