

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: Focus on Reading Strategies Level A Student Book and Teacher Guide

Publisher: Perfection Learning Corporation

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

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
<u>ELA1LSV1</u>	ELA1LSV1 The student uses oral and visual strategies to communicate. The student	
	a. Follows three-part oral directions.	
	b. Recalls information presented orally.	Listening Comprehension SB pp 49, 91; TG pp 15, 20
	c. Responds appropriately to orally presented questions.	SB and TG
	d. Increases vocabulary to reflect a growing range of interests and knowledge.	Each lesson in the SB features a vocabulary exercise related to the selection, i.e. pp 9, 14–15
	e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.	Guided lessons in the SB and talking points in the TG present opportunities and suggestions for story discussion. Unit 6 featured skill is “Use Retelling” SB pp 74–85
	f. Uses complete sentences when speaking.	Guided lessons in the SB and talking points in the TG present opportunities and suggestions for story discussion
<u>ELA1R1</u>	ELA1R1 The Student demonstrated knowledge of concepts of print. The student	
	a. Understands that there are correct spellings for words.	SB: a “Write to Learn” section follows each selection.
	b. Identifies the beginning and end of a paragraph.	SB: a “Write to Learn” section follows each selection.
	c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.	SB: a “Write to Learn” section follows each selection.
<u>ELA1R5</u>	ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student	
	a. Reads and listens to a variety of texts and uses new words in oral and written language.	All SB selections
	b. Recognizes grade-level words with multiple meanings.	SB pp. 29, 35, 53
	c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).	SB pp 9, 23, 35, 41, 53, 59, 64, 83
	d. Retells stories read independently or with a partner.	Unit 6 featured skill is “Use Retelling” SB pp 74–85
	e. Distinguishes fact from fiction in a text.	
	f. Makes connections between texts and/or personal experiences.	SB pp 26, 31, 61
	h. Self-monitors comprehension and rereads when necessary.	SB pp 10, 11, 24, 27, 36
	i. Recognizes cause-and-effect relationships in text.	SB p 57
	m. Recognizes and uses graphic features and graphic organizers to understand text.	Each selection in the SB features a graphic organizer in “Understand by Seeing It.”

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
ELA1W1	ELA1W1 The student begins to demonstrate competency in the writing process. The student	
	a. Writes texts of a length appropriate to address a topic and tell a story.	SB: a "Write to Learn" section follows each selection.
	b. Describes an experience in writing.	SB: a "Write to Learn" section follows each selection.
	c. Rereads writing to self and others, revises to add details, and edits to make corrections.	SB: a "Write to Learn" section follows each selection.
	d. Prints with appropriate spacing between words and sentences.	SB: a "Write to Learn" section follows each selection.
	e. Writes in complete sentences with correct subject-verb agreement.	SB: a "Write to Learn" section follows each selection.
	f. Uses nouns (singular and plural) correctly.	SB: a "Write to Learn" section follows each selection.
	g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.	SB: a "Write to Learn" section follows each selection.
ELA1W1 Continued	h. Uses singular possessive pronouns.	SB: a "Write to Learn" section follows each selection.
	i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).	SB: a "Write to Learn" section follows each selection.
	j. Begins to use common rules of spelling.	SB: a "Write to Learn" section follows each selection.
	k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.	SB: a "Write to Learn" section follows each selection.
	l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).	SB: a "Write to Learn" section follows each selection.
	m. Uses commas in a series of items.	SB: a "Write to Learn" section follows each selection.