

**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:** Focus on Reading Strategies Level D Student Book & Teacher Guide

**Publisher:** Perfection Learning Corporation

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

<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.)
<a href="#">ELA4C1</a>	<b>ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</b>	
	b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).	Skill is not isolated and specifically taught, but each selection has a "Write to Learn" activity.
	e. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Skill is not isolated and specifically taught, but each selection has a "Write to Learn" activity.
	g. Spells most commonly used homophones correctly (there, they're, their; two, too, to).	Skill is not isolated and specifically taught, but each selection has a "Write to Learn" activity.
	h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).	Skill is not isolated and specifically taught, but each selection has a "Write to Learn" activity.
<a href="#">ELA4LSV1</a>	<b>ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</b>	
	a. Initiates new topics in addition to responding to adult-initiated topics.	
	b. Asks relevant questions.	For each selection, students are encouraged to jot thoughts and questions as they read. Narrow, lined margins are provided beside the selections. Unit 1 featured strategy is Practice Active Questioning, SB pp 6–30; TG pp 15–25.
	c. Responds to questions with appropriate information.	SB & TG based on discussion regarding featured selections
	i. Responds appropriately to comments and questions.	SB & TG based on discussion regarding featured selections
	j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	SB & TG based on discussion regarding featured selections
	k. Gives reasons in support of opinions expressed.	SB & TG based on discussion regarding featured selections
	l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	SB & TG based on discussion regarding featured selections

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<a href="#">ELA4R1</a>	<b>The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</b>	
	Critical Component: For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
	a. Relates theme in works of fiction to personal experience.	Unit 6 featured strategy is Examine Theme, SB pp 137–152; TG 68–78
	b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.	Unit 4 featured strategy is Analyze Plot Structure SB pp 91–112; TG pp 48–57 and Unit 5 featured strategy is Understand Characterization SB pp 113–136 and TG pp 58–67
	f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.	SB pp 40, 54, 63–64, 77
	h. Identifies themes and lessons in folktales, tall tales, and fables.	SB pp 66–78, 91–100, 137–146
	Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
	f. Summarizes main ideas and supporting details.	SB p 16
<a href="#">ELA4R2</a>	<b>ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</b>	Focus on Reading Strategies Level D contains 12 selections, all by different authors in fiction and informational representing a variety of genres.
<a href="#">ELA4R3</a>	<b>ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</b>	
	a. Reads a variety of texts and incorporates new words into oral and written language.	Skill is not specifically taught but evidenced by student's reading of the selections
	b. Determines the meaning of unknown words using their context.	Skill is not specifically taught but evidenced by student's reading of the selections
	c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.	SB pp 12, 27, 38–39
	d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.	SB pp 13, 26, 109, 118–119
	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.	SB pp 61–62, 97
	i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.	SB pp 142

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<a href="#">ELA4R4</a>	<b>ELA4R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student</b>	
	a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	Skill is not specifically taught but evidenced by student's reading of the selections
	b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	Skill is not specifically taught but evidenced by student's reading of the selections
	c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Skill is not specifically taught but evidenced by student's reading of the selections
<a href="#">ELA4W1</a>	<b>ELA4W1 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</b>	
	a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	SB: a "Write to Learn" section follows each selection.
	b. Writes texts of a length appropriate to address the topic or tell the story.	SB: a "Write to Learn" section follows each selection.
	c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	SB: a "Write to Learn" section follows each selection.
	d. Uses appropriate structures to ensure coherence (e.g., transition elements).	SB: a "Write to Learn" section follows each selection.