

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

**Subject Area:** English Language Arts Grade 5

**State-Funded Course:** 3.00600 Language Arts/Grade 5

**Textbook Title:** Focus on Reading Strategies Level E Student Book and 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><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.)
<a href="#">ELA5LSV1</a>	<b>ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</b>	
	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
<a href="#">ELA5R1</a>	<b>ELA5R1 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 a reading that:	
	a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.	Unit 4 featured strategy is Analyze Plot Structure SB pp 80–105; TG pp 49–57 and Unit 5 featured strategy is Understand Characterization SB pp 106–125 and TG pp 58–68
	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.	Unit 6 featured strategy is Examine Theme SB pp 126–144; TG pp 69–78.
	i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.	SB pp 26, 36, 66, 91

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<a href="#">ELA5R1</a> <b>Continued</b>	Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
	e. Distinguishes cause from effect in context.	Unit 3 featured strategy is Recognize Cause and Effect SB pp 48–67; TG pp 35–44
	f. Identifies and analyzes main ideas, supporting ideas, and supporting details.	Unit 2 featured strategy is Determine Main Idea SB pp 29–47; TG pp 26–34
	h. Relates new information to prior knowledge and experience and makes connections to related topics or information.	SB pp 28, 38, 47, 58
<a href="#">ELA5R2</a>	<b>ELA5R2 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 E contains 12 selections, all by different authors in fiction and informational representing a variety of genres.
<a href="#">ELA5R3</a>	<b>ELA5R3 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 unfamiliar words using context clues (e.g., definition, example).	SB pp 14, 33–34, 43, 54–55, 112, 141
	c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.	SB pp 64, 122
	d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	SB p 130
	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 p 102
	i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.	SB pp 89, 122, 141
<a href="#">ELA5R4</a>	<b>ELA5R4 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

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<a href="#"><u>ELA5W1</u></a>	<b>ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</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.