

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: English Language Arts Grade 7 **State-Funded Course:** 23.01500 Reading/Grade 7 23.01510 Reading/Grade 7
Academic Block Remediation 23.01560 Reading/Grade 7 – Connections Remediation

Textbook Title: Focus on Reading Strategies Level G Student Book and Teacher Guide

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*The Georgia Performance Standards for grades K-8 English Language Arts/Reading 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.)
<u>ELA7LSV1</u>	ELA7LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
	b. Asks relevant questions.	For each selection, students are encouraged to jot thoughts and answer embedded questions as they read. Narrow, lined margins are provided beside the selections
	c. Responds to questions with appropriate information.	SB & TG based on discussion regarding featured selections
	d. Confirms understanding by paraphrasing the adult's directions or suggestions.	SB & TG based on discussion regarding featured selections
	h. Responds appropriately to comments and questions.	SB & TG based on discussion regarding featured selections
	i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	SB & TG based on discussion regarding featured selections
	j. Gives reasons in support of opinions expressed.	SB & TG based on discussion regarding featured selections
	k. Clarifies, illustrates, or expands on a response when asked to do so.	SB & TG based on discussion regarding featured selections
<u>ELA7R1</u>	ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	
	Critical Component: For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
	a. Distinguishes between the concepts of theme in a literary work and the author's purpose in an expository text.	Unit 1 featured strategy is Articulate Author's Perspective, SB pp 6–22; TG pp 15–26
	b. Interprets a character's traits, emotions, or motivations and gives supporting evidence from a text.	Unit 6 featured strategy is Understand Characterization, SB pp 118– 139; TG pp 70–83
	f. Analyzes characterization (dynamic and static) in prose and plays as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	Unit 6 featured strategy is Understand Characterization, SB pp 118–139; TG pp 70–83

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ELA7R1 Continued	h. Identifies and analyzes how an author's use of words creates tone and mood, giving supporting evidence from text.	SB pp 59, 84
	Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
	d. Recognizes and traces the development of the author's argument for and against an issue.	SB pp 13, 21
	e. Identifies evidence used to support an argument.	SB pp 13, 14, 21
ELA7R2	ELA7R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
	a. Determines the meaning of unfamiliar words using context clues (e.g., contrast, cause and effect, etc.).	SB pp 30, 103
	b. Uses knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine the meaning of unfamiliar words.	SB pp 49, 94
	d. Determines word meanings through the use of definition, example, restatement, or contrast.	SB pp 11, 19, 38, 59, 84
ELA7R3	ELA7R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity, in a way that makes meaning clear to listeners. The student	
	a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	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
ELA7RC1	ELA7RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	
ELA7RC2	ELA7RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
	e. Examines the author's purpose in writing.	Unit 1 featured strategy is Articulate Author's Purpose, SB pp 6–22; TG pp 15–24
	f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	

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ELA7RC4	ELA7RC4 The student establishes a context for information acquired by reading across subject areas. The student	
	c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	SB pp. 30, 94
ELA7W1	ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student	
	a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	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.
	e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	SB: a "Write to Learn" section follows each selection.