

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

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

**Textbook Title:** 6 Trait Power Write

**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/>.*

| <u>Standard</u><br>(Cite Number) | <u>Standard</u><br>(Cite specific standard)   | <u>Where Taught</u><br>(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> |   |
|                                  | a. Recognizes the subject-predicate relationship in sentences.  | Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, How-to, Descriptive Writing, Diamante, Other; Evaluate 6 Traits – Word Choice  |
|                                  | b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).  | Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, How-to, Descriptive Writing, Diamante, Other; Evaluate 6 Traits – Word Choice  |
|                                  | 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).               | Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, How-to, Descriptive Writing, Other; Evaluate 6 Traits - Sentence Fluency, Conventions; Revise; Tackle Final Flaws; Writing Tools – Commas, Capitalization, Combining Sentences |
|                                  | g. Spells most commonly used homophones correctly (there, they're, their; two, too, to).  | Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, How-to, Descriptive Writing, Other; Evaluate 6 Traits – Word Choice, Conventions; Revise; Tackle Final Flaws   |
|                                  | h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).  | Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, How-to, Descriptive Writing, Other; Evaluate 6 Traits - Sentence Fluency; Revise; Writing Tools – Types of Sentence Structures   |
| <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.  | Power Write process: All forms of writing – Read Aloud, Input and Feedback  |
|                                  | b. Asks relevant questions.   | Power Write process: All forms of writing – Read Aloud, Input and Feedback  |
|                                  | c. Responds to questions with appropriate information.  | Power Write process: All forms of writing – Read Aloud, Input and Feedback  |
|                                  | d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., "What if . . ."; "Very likely. . ."; "I'm unsure whether. . .").  | Power Write process: All forms of writing – Read Aloud, Input and Feedback  |
|                                  | g. Actively solicits another person's comments or opinions.   | Power Write process: All forms of writing – Read Aloud, Input and Feedback  |
|                                  | h. Offers own opinion forcefully without domineering.   | Power Write process: All forms of writing – Read Aloud, Input and Feedback  |

| <b>Standard</b><br>(Cite Number) | <b>Standard</b><br>(Cite specific standard)   | <b>Where Taught</b><br>(If print component, cite page number; if non-print, cite appropriate location.)  |
|----------------------------------|---|--|
| <b>ELA4LSV1 Continued</b>        | i. Responds appropriately to comments and questions.  | Power Write process: All forms of writing – Read Aloud, Input and Feedback   |
|                                  | j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.   | Power Write process: All forms of writing – Read Aloud, Input and Feedback   |
|                                  | k. Gives reasons in support of opinions expressed.  | Power Write process: All forms of writing – Read Aloud, Input and Feedback   |
|                                  | l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.  | Power Write process: All forms of writing – Read Aloud, Input and Feedback   |
| <b>ELA4LSV2</b>                  | <b>ELA4LSV2 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.</b> |  |
|                                  | Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:                        |  |
|                                  | a. Demonstrates an awareness of the presence of the media in the daily lives of most people.  | Learning Log; Power Write process: Summary, Research Report, Persuasive, Compare/Contrast, Other   |
|                                  | b. Evaluates the role of the media in focusing attention and in forming an opinion.   | Learning Log; Power Write process: Summary, Research Report, Persuasive, Compare/Contrast, Other   |
|                                  | c. Judges the extent to which the media provides a source of entertainment as well as a source of information.  | Learning Log; Power Write process: Summary, Research Report, Persuasive, Compare/Contrast, Other   |
|                                  | Critical Component: When delivering or responding to presentations, the student:  |  |
|                                  | a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.  | Learning Log; Power Write process: Summary, Research Report, How-to, Persuasive, Other; Prewrite – Audience and Purpose Teacher Assigned/Student Choice                          |
|                                  | b. Uses notes, multimedia, or other memory aids to structure the presentation.  | Power Write process: Research Report, Other; Prewrite – Research Question Grid Graphic Organizer   |
|                                  | c. Engages the audience with appropriate verbal cues and eye contact.   | Power Write process: All forms of writing - Read Aloud/Input and Feedback  |
|                                  | d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.   | Power Write process: All forms of writing - Evaluate 6 Traits – Ideas and Content, Organization, Voice   |
|                                  | e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.                | Power Write process: Research Report, How-to, Persuasive, Other; Prewrite/Organize Research Question Grid Graphic Organizer, Evaluate 6 Traits – Ideas and Content, Organization |
| <b>ELA4R1</b>                    | <b>ELA4R1 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.  | Reading Log; Power Write process: Compare/Contrast Essay, Prewrite/Organize Point-by-Point Compare and Contrast, Block Compare and Contrast Graphic Organizers                   |
|                                  | b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.   | Reading Log; Power Write process: Short Story; Prewrite/Organize Short Story Graphic Organizer   |
|                                  | c. Identifies the speaker of a poem or story.   | Reading Log  |
|                                  | d. Identifies sensory details and figurative language.  | Reading Log; Power Write process: Other  |
|                                  | e. Identifies and shows the relevance of foreshadowing clues.   | Reading Log  |

| <b>Standard</b><br>(Cite Number) | <b>Standard</b><br>(Cite specific standard)  | <b>Where Taught</b><br>(If print component, cite page number; if non-print, cite appropriate location.)  |
|----------------------------------|--|--|
| <a href="#">ELA4R1</a> Continued | f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.  | Reading Log; Power Write process: Other  |
|                                  | g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.   | Reading Log; Power Write process: Compare/Contrast Essay, Prewrite/Organize Point-by-Point Compare and Contrast, Block Compare and Contrast Graphic Organizers   |
|                                  | h. Identifies themes and lessons in folktales, tall tales, and fables.   | Reading Log; Power Write process: Other  |
|                                  | i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.  | Reading Log  |
|                                  | Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:  |  |
|                                  | a. Locates facts that answer the reader's questions.   | Reading Log; Learning Log  |
|                                  | d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).  | Reading Log; Learning Log; Power Write process: Describe an Event, Describe a Place, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay  |
|                                  | e. Distinguishes cause from effect in context.   | Reading Log; Learning Log; Power Write process: Cause/Effect Essay   |
|                                  | f. Summarizes main ideas and supporting details.   | Reading Log; Learning Log; Power Write process: Summary; Evaluate 6 Traits – Ideas and Content, Organization   |
|                                  | g. Makes perceptive and well-developed connections.  | Reading Log, Learning Log, Power Write process: Other  |
|                                  | h. Distinguishes fact from opinion or fiction.   | Reading Log, Learning Log, Power Write process: Other  |
| <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.   | Reading Log  |
|                                  | f. Identifies the meaning of common idioms and figurative phrases.   | Reading Log  |
|                                  | g. Identifies playful uses of language (e.g., puns, jokes, palindromes).   | Reading Log  |
| <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>   |  |
|                                  | c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).  | Power Write process: All forms of writing; Read Aloud  |
| <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.  | Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, How-to, Descriptive Writing, Other, Haiku, Diamante, Limerick; Student Choice/Teacher Assigned writing assignments; Independent Writing |

| <b>Standard</b><br>(Cite Number) | <b>Standard</b><br>(Cite specific standard)   | <b>Where Taught</b><br>(If print component, cite page number; if non-print, cite appropriate location.)  |
|----------------------------------|---|--|
| <a href="#">ELA4W1</a> Continued | b. Writes texts of a length appropriate to address the topic or tell the story.   | Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, How-to, Descriptive Writing, Other; Evaluate 6 Traits – Ideas and Content               |
|                                  | c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). | Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Personal Narrative, Short Story, Letter of Complaint, Letter of Inquiry   |
|                                  | d. Uses appropriate structures to ensure coherence (e.g., transition elements).   | Power Write process: All forms of writing; Evaluate 6 Traits – Organization; Writing Tools: Transitions  |
| <a href="#">ELA4W2</a>           | <b>ELA4W2 The student demonstrates competence in a variety of genres.</b>   |  |
|                                  | Critical Component: The student produces a narrative that:  |  |
|                                  | a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.  | Power Write process: Short Story, Personal Narrative; Prewrite/Organize 5 W's and How, Story Map, Event Organizer, Describe a Person Graphic Organizers; Evaluate 6 Traits – Ideas and Content, Voice  |
|                                  | b. Establishes a plot, setting, and conflict, and/or the significance of events.  | Power Write process: Short Story; Prewrite/Organize - Story Map, Event Organizer Graphic Organizers; Evaluate 6 Traits – Ideas and Content   |
|                                  | c. Creates an organizing structure.   | Power Write process: Short Story, Personal Narrative; Prewrite/Organize – Story Map, Event Organizer Graphic Organizers  |
|                                  | d. Includes sensory details and concrete language to develop plot and character.  | Power Write process: Short Story; Prewrite/Organize - 5 Senses, Describe a Character Graphic Organizers; Evaluate 6 Traits – Word Choice, Voice  |
|                                  | e. Excludes extraneous details and inconsistencies.   | Power Write process: Short Story, Personal Narrative; Evaluate 6 Traits – Ideas and Content; Input and Feedback, Revise, Tackle Final Flaws  |
|                                  | f. Develops complex characters through actions describing the motivation of characters and character conversation.  | Power Write process: Short Story; Story Map, Describe a Person Graphic Organizers; Writing Tools - Dialogue  |
|                                  | g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.   | Power Write process: Short Story, Story Map Graphic Organizer; Writing Tools - Dialogue  |
|                                  | h. Provides a sense of closure to the writing.  | Power Write process: Short Story, Personal Narrative, Writing Tools - Conclusions  |
|                                  | Critical Component: The student produces informational writing (e.g., report, procedures, correspondence) that:   |  |
|                                  | a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.  | Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, Evaluate 6 Traits - Voice   |
|                                  | b. Frames a central question about an issue or situation.   | Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Evaluate 6 Traits – Ideas and Content, Organization   |
|                                  | c. Creates an organizing structure appropriate to a specific purpose, audience, and context.  | Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry; Graphic Organizers – Simple Cause and Effect, Chain of Events Cause and Effect, Point by Point Compare and Contrast, Block Compare and Contrast, How-to, Outline, Evaluate 6 Traits – Voice |
|                                  | d. Includes appropriate facts and details.  | Learning Log; Power Write process: All forms of writing  |
|                                  | e. Excludes extraneous details and inappropriate information.   | Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Evaluate 6 Traits – Ideas and Content; Revise; Tackle Final Flaws   |
|                                  | f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.                 | Learning Log; Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Evaluate 6 Traits – Ideas and Content; Revise; Tackle Final Flaws   |

| <b>Standard</b><br>(Cite Number) | <b>Standard</b><br>(Cite specific standard)   | <b>Where Taught</b><br>(If print component, cite page number; if non-print, cite appropriate location.)  |
|----------------------------------|---|--|
| <a href="#">ELA4W2</a> Continued | g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.  | Learning Log; Power Write process: Research Report, Evaluate 6 Traits – Ideas and Content; Scan, Question, Read, Record; Research Question Grid, Source Organizer, Gathering Information Checklist, Interview Questions Graphic Organizers   |
|                                  | h. Provides a sense of closure to the writing.  | Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Evaluate 6 Traits – Organization; Revise; Tackle Final Flaws; Writing Tools - Conclusions   |
|                                  | Critical Component: The student produces a response to literature that:   |  |
|                                  | a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.  | Reading Log; Power Write process: Book Report, Other; Evaluate 6 Traits – Ideas and Content, Voice   |
|                                  | b. Advances a judgment that is interpretive, evaluative, or reflective.   | Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content   |
|                                  | c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.                          | Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content   |
|                                  | 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).    | Reading Log; Power Write process: Summary; Prewrite/Organize Summary Graphic Organizer; Evaluate 6 Traits – Ideas and Content  |
|                                  | e. Excludes extraneous details and inappropriate information.   | Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content   |
|                                  | f. Provides a sense of closure to the writing.  | Power Write process: Summary, Other; Writing Tools - Conclusions   |
|                                  | Critical Component: The student produces a persuasive essay that:   |  |
|                                  | a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.  | Learning Log; Power Write process: Persuasive Single Paragraph, Persuasive Multiple Paragraph; Convince Me, Persuasive Paragraph Graphic Organizers; Evaluate 6 Traits – Ideas and Content, Voice  |
|                                  | b. States a clear position.   | Learning Log; Power Write process: Persuasive Single Paragraph, Persuasive Multiple Paragraph; Convince Me, Persuasive Paragraph Graphic Organizers; Evaluate 6 Traits – Ideas and Content, Voice  |
|                                  | c. Supports a position with relevant evidence.  | Learning Log; Power Write process: Persuasive Single Paragraph, Persuasive Multiple Paragraph; Convince Me, Persuasive Paragraph Graphic Organizers; Evaluate 6 Traits – Ideas and Content, Voice  |
|                                  | d. Excludes extraneous details and inappropriate information.   | Power Write process: Persuasive Single Paragraph, Persuasive Multiple Paragraph; Convince Me, Persuasive Paragraph Graphic Organizers; Evaluate 6 Traits – Ideas and Content   |
|                                  | e. Creates an organizing structure appropriate to a specific purpose, audience, and context.  | Power Write process: Persuasive Single Paragraph, Persuasive Multiple Paragraph; Convince Me, Persuasive Paragraph Graphic Organizers; Evaluate 6 Traits – Ideas and Content, Organization, Voice  |
|                                  | f. Provides a sense of closure to the writing.  | Power Write process: Persuasive Single Paragraph, Persuasive Multiple Paragraph; Convince Me, Persuasive Paragraph Graphic Organizers; Evaluate 6 Traits – Organization; Writing Tools - Conclusions   |
| <a href="#">ELA4W3</a>           | <b>ELA4W3 The student uses research and technology to support writing. The student</b>  |  |
|                                  | a. Acknowledges information from sources.   | Power Write process: Research Report, Persuasive Multiple Paragraph; Evaluate 6 Traits – Ideas and Content; Scan, Question, Read, Record; Research Question Grid, Source Organizer Graphic Organizers; Writing Tools – How to Cite Sources, When to Cite Sources, Using Parenthetical Citations, Formatting Works Cited Page   |
|                                  | c. Uses various reference materials (i.e. dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words). | Power Write process: Research Report; Evaluate 6 Traits – Ideas and Content; Scan, Question, Read, Record; Research Question Grid, Source Organizer, Gathering Information Checklist Graphic Organizers; Writing Tools – How to Cite Sources, When to Cite Sources, Using Parenthetical Citations, Formatting Works Cited Page |
|                                  | d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).                          | 6 Trait Power Write – online writing program   |

| <b>Standard</b><br>(Cite Number) | <b>Standard</b><br>(Cite specific standard)   | <b>Where Taught</b><br>(If print component, cite page number; if non-print, cite appropriate location.)   |
|----------------------------------|---|---|
| <a href="#">ELA4W4</a>           | <b>ELA4W4. The student consistently uses a writing process to develop, revise, and evaluate writing. The student</b>      |   |
|                                  | a. Plans and drafts independently and resourcefully.  | Power Write Process: All forms of writing; Independent Writing; Teacher Assigned Writing  |
|                                  | b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. | Journal; Reading Log; Learning Log; Power Write process: Evaluate 6 Traits – Ideas and Content, Organization, Word Choice, Sentence Fluency; Revise; Completed Writing, Class Portfolio, Master Portfolio |
|                                  | c. Edits to correct errors in spelling, punctuation, etc.   | Power Write process: All forms of writing; Evaluate 6 Traits – Conventions; Tackle Final Flaws  |