

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

**Subject Area:** English Language Art **State-Funded Course:** 23.00600 Language Arts/Grade 5

**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/>.*

<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="#">ELA5C1</a>	<b>ELA5C1 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. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	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. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising 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, Other; Evaluate 6 Traits - Sentence Fluency; Revise; Writing Tools – Varying Sentence Beginnings, Combining Sentences, Correcting Rambling Sentences, Correcting Run-on Sentences
	c. Uses and identifies verb phrases and verb tenses.	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
	e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).	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
	f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., 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, Apostrophes, Semicolons, Colons, Punctuating Dialogue
	g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.	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; Evaluate 6 Traits - Sentence Fluency, Conventions; Revise; Tackle Final Flaws; Writing Tools – Conventions, Sentence Fluency
<a href="#">ELA5LSV1</a>	<b>ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</b>	

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<a href="#">ELA5LSV1</a> Continued	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 . . .”)	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
	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
<a href="#">ELA5LSV2</a>	<b>ELA5LSV2 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 media provide 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

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<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.	Reading Log; Power Write process: Short Story; Prewrite/Organize Short Story Graphic Organizer
	b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.	Reading Log; Power Write process: Other
	c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.	Reading Log; Power Write process: Compare/Contrast Essay; Prewrite/Organize Point-by-Point, Block Compare/Contrast Graphic Organizers
	d. Relates a literary work to information about its setting (historically or culturally).	Learning Log; Power Write process: Other
	e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.	Reading Log; Power Write process: Other
	f. Identifies and analyzes the author's use of dialogue and description.	Reading Log; Power Write process: Other
	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.	Reading Log; Power Write process: Other
	h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii. Figurative language (e.g., personification, metaphor, simile, hyperbole). iii. Graphics (i.e., capital letters, line length, stanzas).	Reading Log; Power Write process: Other
	i. 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
	j. 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 Graphic Organizers
	k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.	Reading Log, Power Write process: Other
	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, logical order, cause and effect, classification schemes).	Reading Log; Learning Log; Power Write process: Describe an Event, Describe a Place, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay

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<a href="#">ELA5R1 Continued</a>	e. Distinguishes cause from effect in context.	Reading Log; Learning Log; Power Write process: Cause/Effect Essay
	f. Identifies and analyzes main ideas, supporting 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. Relates new information to prior knowledge and experience and makes connections to related topics or information.	Reading Log, Learning Log, Journal, Power Write process: Other
<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.	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="#">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>	
	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="#">ELA5W1</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.	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. 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 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="#">ELA5W2</a>	<b>ELA5W2 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 point of view, 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, point of view, 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

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<a href="#">ELASW2</a> Continued	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 flashback, foreshadowing, 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: All forms of writing, Writing Tools - Conclusions
	i. Lifts the level of language using appropriate strategies including word choice.	Power Write process: All forms of writing, Evaluate 6 Traits – Word Choice, Writing Tools – Word Choice
	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, Evaluate 6 Traits - Voice
	b. Develops a controlling idea that conveys a perspective on a subject.	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
	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
	i. Lifts the level of language using appropriate strategies including word choice.	Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Evaluate 6 Traits – Word Choice; Revise; Tackle Final Flaws
	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

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<a href="#">ELA5W2</a> Continued	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. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.	Reading Log; Power Write process: Other; 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
	g. Lifts the level of language using appropriate strategies including word choice.	Power Write process: Summary, Other; Evaluate 6 Traits – Word Choice
	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 in support of a proposal.	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. 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
	e. Addresses reader concerns.	Power Write process: Persuasive Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Ideas and Content, Organization, Voice
	f. 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
	g. 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
	h. Raises the level of language using appropriate strategies (word choice).	Power Write process: Persuasive Single Paragraph, Persuasive Multiple Paragraph; Evaluate 6 Traits – Word Choice
<a href="#">ELA5W3</a>	<b>ELA5W3 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) as aids to writing.	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
	e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).	6 Trait Power Write – online writing program
	f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).	6 Trait Power Write – online writing program
<a href="#">ELA5W4</a>	<b>ELA5W4 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

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<a href="#">ELA5W4</a> Continued	b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	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