

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: English Language Arts **State-Funded Course:** 23.01100 Language Arts/Grade 6; 23.01110 Language Arts/Grade 6 – Academic Block Remediation; 23.01120 Language Arts/Grade 6 – Academic Block Enrichment; 23.01160 Language Arts/Grade 6 – Connections Remediation; 23.01170 Language Arts/Grade 6 – Connections Enrichment

Textbook Title: 6 Trait Power Write

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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/>.

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
ELA6C1	ELA6C1 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	
	<p>a. Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.</p> <p>i. Identifies and uses nouns – abstract, common, collective, plural, and possessive.</p> <p>ii. Identifies and uses pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite.</p> <p>iii. Identifies and uses adjectives – common, proper, and demonstrative.</p> <p>iv. Identifies and uses verbs – action (transitive/intransitive), linking, and state-of-being.</p> <p>v. Identifies and uses verb phrases – main verbs and helping verbs.</p> <p>vi. Identifies and uses adverbs.</p> <p>vii. Identifies and uses prepositional phrases (preposition, object of the preposition, and any of its modifiers).</p> <p>viii. Identifies and uses conjunctions – coordinating, correlative, and common subordinating.</p> <p>ix. Identifies and uses interjections.</p>	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

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ELA6C1 Continued	c. Identifies and writes simple, compound, and complex, and compound-complex sentences, avoiding fragments and run-ons.	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 Sentences, Varying Sentence Beginnings, Combining Sentences, Correcting Rambling Sentences, Correcting Run-on Sentences
	d. Demonstrates appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).	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, Semicolons, Colons
	f. Produces final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.	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; End with a Perfect Copy
ELA6LSV1	ELA6LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
	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
	f. Actively solicits another person's comments or opinions.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	g. Offers own opinion forcefully without being domineering.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	h. Responds appropriately to comments and questions.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	j. Gives reasons in support of opinions expressed.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	k. Clarifies, illustrates, or expands on a response when asked to do so.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	m. Writes a response to/reflection of interactions with others.	Journal
ELA6LSV2	ELA6LSV2 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. The student will select and critically analyze messages using rubrics as assessment tools.	
	Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
	a. Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.	Learning Log; Power Write process: Other
	b. Identifies the tone, mood, and emotion conveyed in the oral communication.	Learning Log; Power Write process: Other
	Critical Component: When delivering or responding to presentations, the student:	
	a. Gives oral presentations or dramatic interpretations for various purposes.	Power Write process: All forms of writing - Read Aloud
	b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).	Power Write process: All forms of writing - Read Aloud

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ELAGLSV2 Continued	c. Uses language for dramatic effect.	Power Write process: All forms of writing – Evaluate 6 Traits – Word Choice, Voice; Read Aloud
ELA6R1	ELA6R1 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. Identifies and analyzes sensory details and figurative language.	Reading Log; Power Write process: Other
	b. Identifies and analyzes the author’s use of dialogue and description.	Reading Log; Power Write process: Other
	c. Relates a literary work to historical events of the period.	Reading Log; Power Write process: Other
	d. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.	Reading Log; Power Write process: Other
	e. Identifies and analyzes the elements of setting, characterization, plot, and the resolution of the conflict of a story or play: i. internal/external conflicts ii. character conflicts, characters vs. nature, characters vs. society iii. antagonist/protagonist.	Reading Log; Power Write process: Short Story; Prewrite/Organize Short Story Graphic Organizer
	f. Identifies the speaker and recognizes the difference between first- and third person narration.	Reading Log; Power Write process: Short Story; Prewrite/Organize Short Story Graphic Organizer
	g. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.	Reading Log
	h. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature: i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii. Figurative language (i.e., simile, metaphor, hyperbole, personification) iii. Graphics (i.e., capital letters, line length, bold face print, italics).	Reading Log
	i. Compares traditional literature and mythology from different cultures.	Reading Log; Power Write process: Compare/Contrast Essay; Prewrite/Organize Point-by-Point, Block Compare/Contrast Graphic Organizers
	j. Identifies and analyzes similarities and differences in mythologies from different cultures.	Reading Log; Power Write process: Compare/Contrast Essay; Prewrite/Organize Point-by-Point, Block Compare/Contrast Graphic Organizers
	Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	

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ELA6R1 Continued	c. Applies knowledge of common organizational structures and patterns (e.g., transitions, 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
	d. 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
ELA6R3	ELA6R3 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	
	c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Power Write process: All forms of writing; Read Aloud
ELA6RC2	ELA6RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
	a. Identifies messages and themes from books in all subject areas.	Learning Log
	b. Responds to a variety of texts in multiple modes of discourse.	Learning Log
	c. Relates messages and themes from one subject area to those in another area.	Learning Log
	d. Evaluates the merits of texts in every subject discipline.	Learning Log
	e. Examines the author's purpose in writing.	Learning Log
ELA6RC3	ELA6RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
	a. Demonstrates an understanding of contextual vocabulary in various subjects.	Learning Log
	b. Uses content vocabulary in writing and speaking.	Learning Log
	c. Explores understanding of new words found in subject area texts.	Learning Log
ELA6RC4	ELA6RC4 The student establishes a context for information acquired by reading across subject areas. The student	
	a. Explores life experiences related to subject area content.	Learning Log
	b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	Learning Log
	c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	Learning Log
ELA6W1	ELA6W1 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.	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

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ELA6W1 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 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
ELA6W2	ELA6W2 The student demonstrates competence in a variety of genres.	
	Critical Component: The student produces a narrative (fictional, personal) that:	
	a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).	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; Writing Tools - Introductions
	b. Creates an organizing structure appropriate to purpose, audience, and context.	Power Write process: Short Story, Personal Narrative; Prewrite/Organize – Story Map, Event Organizer Graphic Organizers
	c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).	Power Write process: Short Story; Prewrite/Organize - 5 Senses, Describe a Person Graphic Organizers; Evaluate 6 Traits – Word Choice, Voice, Sentence Fluency; Writing Tools – Varying Sentence Beginnings
	d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).	Power Write process: Short Story; Story Map, Describe a Person Graphic Organizers; Writing Tools – Dialogue; Evaluate 6 Traits – Ideas and Content, Word Choice
	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. Provides a sense of closure appropriate to the writing.	Power Write process: Short Story, Personal Narrative, Writing Tools - Conclusions
	Critical Component: The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:	
	a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Power Write process: Describe a Person, Describe an Event, Describe an Object, Describe a Place, 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. Establishes a statement as the main idea or topic sentence.	Power Write process: Describe a Person, Describe an Event, Describe an Object, Describe a Place, Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, Evaluate 6 Traits – Ideas and Content, Organization
	c. Develops a controlling idea that conveys a perspective on the subject.	Power Write process: Describe a Person, Describe an Event, Describe an Object, Describe a Place, Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, Evaluate 6 Traits – Ideas and Content, Organization
	d. Creates an organizing structure appropriate to 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, Describe a Person, Describe an Event; Evaluate 6 Traits – Voice
	e. Develops the topic with supporting details.	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, Describe a Person, Describe an Event; Evaluate 6 Traits – Ideas and Content

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ELAGW2 Continued	f. Excludes extraneous 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
	g. Follows an organizational pattern appropriate to the type of composition.	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 – Organization
	h. Concludes with a detailed summary linked to the purpose of the composition.	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, Evaluate 6 Traits – Organization, Ideas and Content
	Critical Component The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions).	
	a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	Power Write process: Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku; Prewrite/Organize Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku Graphic Organizers; Evaluate 6 Traits – Voice, Ideas and Content
	b. Excludes extraneous and inappropriate information.	Power Write process: Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku; Prewrite/Organize Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku Graphic Organizers; Evaluate 6 Traits – Ideas and Content; Revise; Tackle Final Flaws
	c. Follows an organizational pattern appropriate to the type of composition.	Power Write process: Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku; Prewrite/Organize Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku Graphic Organizers; Evaluate 6 Traits – Organization
	d. Applies rules of Standard English.	Power Write process: Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku; Prewrite/Organize Letter of Complaint, Letter of Inquiry, Friendly Letter, How-to, Diamante, Limerick, Haiku Graphic Organizers; Evaluate 6 Traits – Conventions; 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. Demonstrates an understanding of the literary work.	Reading Log; Power Write process: Book Report, Other; Evaluate 6 Traits – Ideas and Content
	c. Advances a judgment that is interpretive, analytic, evaluative, or reflective.	Journal; Reading Log; Power Write process: Book Report, Other; Evaluate 6 Traits – Ideas and Content
	d. Organizes an interpretation around several clear ideas, premises, or images.	Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content
	e. Supports a judgment through references to the text.	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 multi-paragraph 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 Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Ideas and Content, Voice
	b. States a clear position of a proposition or proposal.	Learning Log; Power Write process: Persuasive Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Ideas and Content, Voice; Persuasive Thesis Statement
	c. Supports the position with organized and relevant evidence.	Learning Log; Power Write process: Persuasive Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Ideas and Content, Organization
	d. Excludes information and arguments that are irrelevant.	Learning Log; Power Write process: Persuasive Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Ideas and Content, Organization

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ELA6W2 Continued	e. Creates an organizing structure appropriate to a specific purpose, audience, and context.	Learning Log; Power Write process: Persuasive Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Ideas and Content, Voice
	f. Anticipates and addresses readers' concerns and counter-arguments.	Learning Log; Power Write process: Persuasive Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Ideas and Content, Voice
	g. Provides a sense of closure to the writing.	Power Write process: Persuasive Multiple Paragraph; Convince Me Graphic Organizer; Evaluate 6 Traits – Organization; Writing Tools - Conclusions
ELA6W3	ELA6W3 The student uses research and technology to support writing. The student	
	a. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.	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
	b. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).	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
	c. Cites references.	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
ELA6W4	ELA6W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
	a. Plans and drafts independently and resourcefully.	Power Write Process: All forms of writing; Independent Writing; Teacher Assigned Writing
	b. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.	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