

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: English Language Arts Grade 3

State-Funded Course: 23.00400 Language Arts/Grade 3

Textbook Title: Focus on Reading Strategies Level C Student Book & 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/>.*

<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>ELA3C1</u>	ELA3C1 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	
	a. Correctly identifies and uses subject/verb agreement and adjectives.	Each selection has a "Write to Learn" activity.
	b. Identifies and uses nouns (singular, plural, possessive) correctly.	Each selection has a "Write to Learn" activity.
	c. Identifies and uses contractions correctly.	Each selection has a "Write to Learn" activity.
	d. Identifies and uses personal and possessive pronouns.	Each selection has a "Write to Learn" activity.
	e. Speaks and writes in complete and coherent sentences.	Each selection has a "Write to Learn" activity. Discussion is a large part of the Focus on Reading program, so students have multiple opportunities to speak.
	f. Identifies and uses increasingly complex sentence structure.	Each selection has a "Write to Learn" activity.
	g. Distinguishes between complete and incomplete sentences.	Each selection has a "Write to Learn" activity.
	k. Uses the dictionary and thesaurus to support word choices.	SB pp 19, 33, 43
	l. Uses common rules of spelling and corrects words using dictionaries and other resources.	Each selection has a "Write to Learn" activity.
	m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).	Each selection has a "Write to Learn" activity.
	n. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Each selection has a "Write to Learn" activity.

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
ELA3LSV1	ELA3LSV1 The student uses oral and visual strategies to communicate. The student	
	a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.	Discussion is a large part of the Focus on Reading program, so students have multiple opportunities to speak.
	b. Recalls, interprets, and summarizes information presented orally.	Listening Comprehension: SB pp 81, 159; TG pp 46, 79
ELA3R2	ELA3R2 The student acquires and uses grade-level words to communicate effectively. The student	
	a. Reads literary and informational texts and incorporates new words into oral and written language.	Selections within <i>Focus on Reading</i> represent both fiction and informational text.
	c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.	SB pp 34, 113,
	e. Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly).	SB pp 9–10, 102, 124
	f. Determines the meaning of unknown words on the basis of context.	SB pp 10, 19, 43, 88, 101
ELA3R3	ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student	
	b. Makes predictions from text content.	Before Each selection there is a prereading section “Heads Up,” which often involves prediction, i.e. pp. 25, 82.
	c. Generates questions to improve comprehension.	SB pp 5–6, 13, 14–15
	d. Distinguishes fact from opinion.	The featured strategy for Unit 3 is Distinguish Fact and Opinion SB pp 48–68; TG pp 33–42
	e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	The featured strategy for Unit 3 is Analyze Plot Structure SB pp 82–106–68; TG pp 47–55. The featured strategy for Unit 5 is Understand Characterization SB pp 107–129; TG pp 56–64.
	f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.	The featured strategy for Unit 2 is Make Inferences/Draw Conclusions SB pp 24–47; TG pp 25–32. The featured strategy for Unit 3 is Analyze Plot Structure SB pp 82–106–68; TG pp 47–55. The featured strategy for Unit 5 is Understand Characterization SB pp 107–129; TG pp 56–64.
	g. Summarizes text content.	SB p 47
	h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	Interpreting and completing graphic organizers are a common feature, see pp 36–37, 54, 67, 90–91
	i. Makes connections between texts and/or personal experiences.	For Each selection, students are encouraged to jot thoughts and questions as they read. Narrow, lined margins are provided beside the selections. SB pp 48–49, 55. 56
	j. Identifies and infers main idea and supporting details.	
	k. Self-monitors comprehension to clarify meaning.	For Each selection, students are encouraged to jot thoughts and questions as they read. Narrow, lined margins are provided beside the selections. SB pp 48–49, 55. 56
	m. Recalls explicit facts and infers implicit facts.	SB pp 11, 12, 21, 22, 101
	q. Formulates and defends an opinion about a text.	The featured strategy for Unit 3 is Distinguish Fact and Opinion SB pp 48–68; TG pp 33–42
	r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.	SB pp 64–65, 88, 136

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
ELA3W1	ELA3W1 The student demonstrates competency in the writing process. The student	
	a. Captures a reader’s interest by setting a purpose and developing a point of view.	SB: a “Write to Learn” section follows Each selection.
	b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.	SB: a “Write to Learn” section follows Each selection.
	c. Writes text of a length appropriate to address the topic or tell the story.	SB: a “Write to Learn” section follows Each selection.
	d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).	SB: a “Write to Learn” section follows Each selection.
	e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).	SB: a “Write to Learn” section follows Each selection.
	f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.	SB: a “Write to Learn” section follows Each selection.
	g. Begins to develop characters through action and dialogue.	SB: a “Write to Learn” section follows Each selection.
	h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.	SB: a “Write to Learn” section follows Each selection.
	i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.	SB: a “Write to Learn” section follows Each selection.
	k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.	SB: a “Write to Learn” section follows Each selection.
	l. Writes a persuasive piece that states a clear position.	SB pp 49, 56, 68