

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: English Language Arts Grade 8 **State-Funded Course:** 23.01600 Reading/Grade 8 23.01610 Reading/Grade 8
Academic Block Remediation 23.01660 Reading/Grade 8 – Connections Remediation

Textbook Title: Focus on Reading Strategies Level H 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/>.*

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
ELA8LSV1	ELA8LSV1 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
ELA8R1	ELA8R1 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 the difference between the concepts of theme in a literary work and author's purpose in an expository text.	Unit 1 featured strategy is Recognize Persuasive Techniques, SB pp 6–21; TG pp 15–24
	g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:	Unit 5 featured strategy is Interpret Symbolism, SB pp 97–122; TG pp 67–77
	ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).	Unit 5 featured strategy is Interpret Symbolism, SB pp 97–122; TG pp 67–77
	h. Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.	Unit 4 featured strategy is Describe Mood, SB pp 81–96; TG pp 56–66

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
ELA8R1 Continued	Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
	c. Recognizes and traces the development of an author's argument, point of view, or perspective in text.	Unit 1 featured strategy is Recognize Persuasive Techniques, SB pp 6–21; TG pp 15–24
ELA8R2	ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
	a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.	SB pp 11, 18, 42–43, 47, 93
	b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.	SB pp 11, 18, 28, 42–43, 47, 93
ELA8R3	ELA8R3. 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	
	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
ELA8RC4	ELA8RC4 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 11, 18, 28, 42–43, 47, 93
ELA8W1	ELA8W1 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	
	a. Selects a focus, 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, parallel structure).	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.