



**AFTERSCHOOL ACHIEVERS:
READING CLUB**

correlated to

**Alabama Course of Study:
English Language Arts
Reading
Grades K-5**

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Afterschool Achievers: Reading Club
correlated to
Alabama Course of Study: English Language Arts
Reading

K i n d e r g a r t e n

Standard	Afterschool Achievers: Kindergarten
<p>Students will:</p> <p>1. Exhibit phonemic awareness by identifying and categorizing phonemes, by orally blending phonemes into one-syllable words, by segmenting one-syllable words into phonemes, and by rhyming</p>	<p>Student Book: 3, 9, 13, 19, 23, 28, 33, 45, 53, 63, 73, 139, 159, 164, 169, 173, 174, 179</p> <p>Instructor’s Guide: 3, 9, 13, 19, 23, 28, 33, 45, 53, 63, 73, 139, 159, 164, 169, 173, 174, 179</p>
<p>2. Demonstrate letter-sound association by matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials. Example: initial consonant sounds, final consonant sounds, medial short vowel sounds</p>	<p>Student Book: 4, 14, 24, 29, 34, 38, 39, 43, 44, 49, 54, 58, 59, 64, 69, 70, 73, 74, 79, 83, 84, 85, 89, 94, 99, 103, 104, 109, 113, 114, 119, 124, 128, 129, 133, 134, 144, 145, 149, 154, 155, 163, 173, 178</p> <p>Instructor’s Guide: 4, 14, 24, 29, 34, 38, 39, 43, 44, 49, 54, 58, 59, 64, 69, 70, 73, 74, 79, 83, 84, 85, 89, 94, 99, 103, 104, 109, 113, 114, 119, 124, 128, 129, 133, 134, 144, 145, 149, 154, 155, 163, 173, 178</p>
<p>3. Identify upper-and lower-case letters.</p>	<p>Student Book: 18, 51, 81, 96, 121, 141, 169, 174, 179</p> <p>Instructor’s Guide: 18, 51, 81, 96, 121, 141, 169, 174, 179</p> <p>Teachers may introduce and teach additional print concepts on the following pages. Examples: top-to-bottom, left-to-right, end punctuation:</p> <p>Student Book: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 56, 61, 66, 71, 76, 86, 91, 101, 106, 111, 116, 131, 166</p> <p>Instructor’s Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 56, 61, 66, 71, 76, 86, 91, 101, 106, 111, 116, 131, 166</p>
<p>4. Use words that describe and represent real-life objects and actions. Example: using words that describe location, size, color, and shape</p>	<p>Student Book: 8, 43, 44, 48, 58, 78, 88, 93, 98, 108, 118, 123, 138, 143</p> <p>Instructor’s Guide: 8, 43, 44, 48, 58, 78, 88, 93, 98, 108, 118, 123, 138, 143</p>

Standard	Afterschool Achievers: Kindergarten
<ul style="list-style-type: none"> Using a variety of emergent reading materials Examples: picture books, predictable texts, decodable text, print in the environment 	<p>Student Book: 1-2, 6-7, 11-12, 16-17, 21-22, 26-27, 31-32, 36-37, 41-42, 46-47, 51-52, 56-57, 61-62, 66-67, 71-72, 76-77, 81-82, 86-87, 91-92, 96-97, 101-102, 106-107, 111-112, 116-117, 121-122, 126-127, 131-132, 136-137, 141-142, 146-147, 151-152, 156-157, 161-162, 166-167, 171-172, 176-177</p> <p>Instructor's Guide: 1-2, 6-7, 11-12, 16-17, 21-22, 26-27, 31-32, 36-37, 41-42, 46-47, 51-52, 56-57, 61-62, 66-67, 71-72, 76-77, 81-82, 86-87, 91-92, 96-97, 101-102, 106-107, 111-112, 116-117, 121-122, 126-127, 131-132, 136-137, 141-142, 146-147, 151-152, 156-157, 161-162, 166-167, 171-172, 176-177</p>
<ul style="list-style-type: none"> Learning new words through stories and explicit instruction 	<p>Student Book: 8, 13, 18, 31, 36, 41, 46, 61, 68, 81, 86, 101, 121, 126, 148, 153, 158, 168</p> <p>Instructor's Guide: 8, 13, 18, 31, 36, 41, 46, 61, 68, 81, 86, 101, 121, 126, 148, 153, 158, 168</p>
<ul style="list-style-type: none"> Recognizing kindergarten high-frequency words in print Examples: Dolch list, lists provided with basals 	<p>Teachers may address this standard by using the Dolch list or lists provided with their basals.</p>
<p>5. Demonstrate comprehension of passages heard from retelling stories and by answering questions.</p> <ul style="list-style-type: none"> Recalling information Examples: characters, settings, details, main ideas, beginning and ending of story 	<p>Student Book: 17, 20, 22, 25, 27, 30, 47, 50, 77, 80, 82, 87, 90, 97, 100, 112, 115, 117, 120, 122, 125, 132, 135, 147, 150, 152, 157, 160, 167, 170, 180</p> <p>Instructor's Guide: 17, 20, 22, 25, 27, 30, 47, 50, 77, 80, 82, 87, 90, 97, 100, 112, 115, 117, 120, 122, 125, 132, 135, 147, 150, 152, 157, 160, 167, 170, 180</p>
<ul style="list-style-type: none"> Responding to stories by asking questions, discussing ideas, and relating events to daily life 	<p>Student Book: 6, 12, 16, 21, 32, 35, 42, 52, 55, 57, 60, 71, 72, 75, 107, 110, 137, 140, 142, 162, 165, 177</p> <p>Instructor's Guide: 6, 12, 16, 21, 32, 35, 42, 52, 55, 57, 60, 71, 72, 75, 107, 110, 137, 140, 142, 162, 165, 177</p>
<ul style="list-style-type: none"> Identifying correct sequence of events after hearing a story read 	<p>Student Book: 2, 5, 37, 40, 67, 102, 105, 172, 175</p> <p>Instructor's Guide: 2, 5, 37, 40, 67, 102, 105, 172, 175</p>

Afterschool Achievers: Reading Club

correlated to

Alabama Course of Study: English Language Arts

Reading

First Grade

Standard	Afterschool Achievers: First Grade
<p>Students will:</p> <p>1. Demonstrate phonemic awareness by isolating, deleting, and adding phonemes, by using onsets and rimes, and by identifying initial, medial, and final sounds in one-syllable words.</p>	<p>Student Book: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 79, 83, 84, 88, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 149, 154, 159, 164, 169, 173, 174, 179</p> <p>Instructor’s Guide: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 79, 83, 84, 88, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 149, 154, 159, 164, 169, 173, 174, 179</p>
<p>2. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.</p> <ul style="list-style-type: none"> • Blending sounds to form words 	<p>Student Book: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 79, 83, 84, 88, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 149, 154, 159, 164, 169, 173, 174, 179</p> <p>Instructor’s Guide: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 79, 83, 84, 88, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 149, 154, 159, 164, 169, 173, 174, 179</p>
<ul style="list-style-type: none"> • Identifying sound-spelling relationships of consonants and vowels 	<p>Student Book: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 79, 83, 84, 88, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 149, 154, 159, 164, 169, 173, 174, 179</p> <p>Instructor’s Guide: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 79, 83, 84, 88, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 149, 154, 159, 164, 169, 173, 174, 179</p>

Standard	Afterschool Achievers: First Grade
3. Demonstrate vocabulary skills by sorting words into categories and by deriving word meaning from context within sentences and paragraphs. Examples: categories – synonyms, antonyms, homonyms	<p>Student Book: 18, 38, 78, 93, 103, 113, 118, 123, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178</p> <p>Instructor’s Guide: 18, 38, 78, 93, 103, 113, 118, 123, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178</p>
<ul style="list-style-type: none"> • Using new words from reading when writing and speaking 	Teachers may address this standard by encouraging their students to use new words when they write and speak.
<ul style="list-style-type: none"> • Recognizing words in the environment 	Teachers may address this standard by encouraging their students to look for words in their environment. Examples: names of streets, buildings, food in a grocery store.
<ul style="list-style-type: none"> • Asking questions for clarification 	<p>Student Book: 11, 21, 41</p> <p>Instructor’s Guide: 11, 21, 41</p>
<ul style="list-style-type: none"> • Spelling correctly sight words and single-syllable, phonetically regular words 	Teachers may address this standard by encouraging their students to spell words correctly.
4. Read with comprehension a variety of first-grade narrative and informative texts, recalling information, including beginning, middle, and end while retelling a story.	<p>Student Book: 2, 5, 7, 17, 20, 22, 25, 27, 30, 37, 40, 42, 45, 47, 50, 67, 70, 77, 80, 82, 85, 87, 90, 102, 105, 112, 115, 117, 120, 122, 125, 137, 140, 147, 150, 152, 155, 157, 160, 172, 175</p> <p>Instructor’s Guide: 2, 5, 7, 17, 20, 22, 25, 27, 30, 37, 40, 42, 45, 47, 50, 67, 70, 77, 80, 82, 85, 87, 90, 102, 105, 112, 115, 117, 120, 122, 125, 137, 140, 147, 150, 152, 155, 157, 160, 172, 175</p>
<ul style="list-style-type: none"> • Recognizing cues provided by print 	<p>Student Book: 41, 91, 98, 108, 128, 148, 158, 168, 178</p> <p>Instructor’s Guide: 41, 91, 98, 108, 128, 148, 158, 168, 178</p>
<ul style="list-style-type: none"> • Making predictions 	<p>Student Book: 57, 60, 92, 95, 127, 130, 162, 165</p> <p>Instructor’s Guide: 57, 60, 92, 95, 127, 130, 162, 165</p>
<ul style="list-style-type: none"> • Stating main ideas about a topic in informational text 	<p>Student Book: 62, 65, 97, 100, 132, 135, 167, 170</p> <p>Instructor’s Guide: 62, 65, 97, 100, 132, 135, 167, 170</p>

Standard	Afterschool Achievers: First Grade
<ul style="list-style-type: none"> Connecting events in a story to specific life experiences 	<p>Student Book: 12, 15, 32, 35, 52, 55, 72, 75, 107, 110, 142, 145, 177, 180</p> <p>Instructor's Guide: 12, 15, 32, 35, 52, 55, 72, 75, 107, 110, 142, 145, 177, 180</p>
<p>5. Read with fluency simple passages containing simple sentences.</p>	<p>Student Book: 1, 6, 16, 36, 41, 56, 61, 66, 71</p> <p>Instructor's Guide: 1, 6, 16, 36, 41, 56, 61, 66, 71</p>
<ul style="list-style-type: none"> Reading 50-60 words per minute 	<p>Teachers may address this standard by monitoring their students.</p>
<ul style="list-style-type: none"> Recognizing first-grade high frequency words by sight; Examples: Dolch list, lists provided with basals 	<p>Teachers may address this standard by using the Dolch list or lists provided with their basals.</p>
<ul style="list-style-type: none"> Attending to end punctuation phrasing 	<p>The following pages address various strategies for teaching phrasing:</p> <p>Student Book: 21, 26, 31, 46, 51, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 161, 166, 171, 176</p> <p>Instructor's Guide: 21, 26, 31, 46, 51, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 161, 166, 171, 176</p>

Afterschool Achievers: Reading Club
correlated to
Alabama Course of Study: English Language Arts
Reading

Second Grade

Standard	Afterschool Achievers: Second Grade
<p>Students will:</p> <p>1. Demonstrate phonological skills by manipulating the sounds and words of the English language and identifying syllables in two-and three-syllable words.</p>	<p>Student Book: 4, 9, 13, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 73, 74, 78, 79, 84, 89, 93, 94, 99, 103, 104, 109, 114, 119, 124, 125, 129, 133, 134, 139, 143, 144, 149, 150, 153, 154, 158, 159, 163, 164, 169, 170, 173, 174, 178, 179</p> <p>Instructor’s Guide: 4, 9, 13, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 73, 74, 78, 79, 84, 89, 93, 94, 99, 103, 104, 109, 114, 119, 124, 125, 129, 133, 134, 139, 143, 144, 149, 150, 153, 154, 158, 159, 163, 164, 169, 170, 173, 174, 178, 179</p>
<p>2. Apply phonetic strategies to decode unfamiliar and multi-syllable words, using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.</p>	<p>Student Book: 33, 38, 39, 58, 73, 78, 93, 98, 103, 118, 128, 129, 133, 138, 150, 153, 158, 163, 170, 173, 178, 179</p> <p>Instructor’s Guide: 33, 38, 39, 58, 73, 78, 93, 98, 103, 118, 128, 129, 133, 138, 150, 153, 158, 163, 170, 173, 178, 179</p>
<ul style="list-style-type: none"> • Correcting word-recognition errors; Examples: substituting, deleting, omitting 	<p>Teachers may address this standard by encouraging their students to correct word-recognition errors.</p>
<ul style="list-style-type: none"> • Reading phonetically regular two-syllable words Examples: regular – table, mitten; irregular- baby, city 	<p>Student Book: 13, 14, 73, 78, 134, 135, 143, 149, 153, 170, 173, 178, 179</p> <p>Instructor’s Guide: 13, 14, 73, 78, 134, 135, 143, 149, 153, 170, 173, 178, 179</p>

Standard	Afterschool Achievers: Second Grade
<p>3. Exhibit vocabulary skills by explaining common antonyms and synonyms, and using descriptive words. Examples: simple common antonyms – up-down, in-out, above-below</p>	<p>Student Book: 3, 23, 43, 53, 63, 83, 103, 110, 113, 123, 125, 128, 138, 143, 173, 178</p> <p>Instructor’s Guide: 3, 23, 43, 53, 63, 83, 103, 110, 113, 123, 125, 128, 138, 143, 173, 178</p>
<ul style="list-style-type: none"> • Responding to questions 	<p>Student Book: 43, 53, 63, 83, 93, 98, 113, 123, 138, 153</p> <p>Instructor’s Guide: 43, 53, 63, 83, 93, 98, 113, 123, 138, 153</p>
<ul style="list-style-type: none"> • Using semantic cues 	<p>Student Book: 18, 23, 28, 48, 67, 68, 70, 78, 82, 85, 88, 98, 108, 138, 148, 158, 163, 168</p> <p>Instructor’s Guide: 18, 23, 28, 48, 67, 68, 70, 78, 82, 85, 88, 98, 108, 138, 148, 158, 163, 168</p>
<ul style="list-style-type: none"> • Recognizing words in the environment 	<p>Teachers may address this standard by encouraging their students to look for words in their environment. Examples: names of streets, buildings, food in a grocery store.</p>
<ul style="list-style-type: none"> • Learning and using new words from independent reading of stories and texts 	<p>Teachers may address this standard by encouraging their students to learn and use new words through independent reading.</p>
<ul style="list-style-type: none"> • Spelling sight words correctly, spelling unfamiliar words by using phonetic strategies, and using a dictionary to check spelling 	<p>Teachers may address this standard by encouraging their students to spell words using phonetic strategies and a dictionary.</p>
<ul style="list-style-type: none"> • Identifying multiple meaning words 	<p>Student Book: 8, 33</p> <p>Instructor’s Guide: 8. 33</p>
<p>4. Demonstrate comprehension of second-grade reading materials across the curriculum, drawing conclusions, classifying ideas and things, identifying sequences, and retelling directions and information from textual/informational and functional materials.</p>	<p>Student Book: 2, 5, 12, 17, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 52, 55, 57, 60, 62, 64, 72, 75, 77, 80, 92, 95, 97, 100, 102, 105, 107, 112, 115, 117, 120, 132, 137, 140, 142, 145, 147, 152, 155, 157, 160, 162, 164, 167, 172, 175, 177, 180</p> <p>Instructor’s Guide: 2, 5, 12, 17, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 52, 55, 57, 60, 62, 64, 72, 75, 77, 80, 92, 95, 97, 100, 102, 105, 107, 112, 115, 117, 120, 132, 137, 140, 142, 145, 147, 152, 155, 157, 160, 162, 164, 167, 172, 175, 177, 180</p>

Standard	Afterschool Achievers: Second Grade
<ul style="list-style-type: none"> Reading textual and functional materials such as classroom texts, map, simple tables, atlases, encyclopedias 	<p>Teachers may address this standard by encouraging their students to read textual and functional materials.</p>
<ul style="list-style-type: none"> Relating events and ideas to specific life experiences 	<p>Student Book: 7, 10, 36, 47, 50, 87, 90, 122, 127, 130, 147</p> <p>Instructor's Guide: 7, 10, 36, 47, 50, 87, 90, 122, 127, 130, 147</p>
<ul style="list-style-type: none"> Answering <i>what if</i>, <i>why</i>, and <i>how</i> questions 	<p>Student Book: 17, 20, 57, 60, 97, 100, 137, 140, 162, 164</p> <p>Instructor's Guide: 17, 20, 57, 60, 97, 100, 137, 140, 162, 164</p>
<ul style="list-style-type: none"> Identifying characters 	<p>Student Book: 27, 37, 40, 66, 77, 80, 117, 120, 157, 160, 177, 180</p> <p>Instructor's Guide: 27, 37, 40, 66, 77, 80, 117, 120, 157, 160, 177, 180</p>
<p>5. Read with fluency passages containing complex sentences. Examples; sentences with phrases and clauses</p>	<p>Student Book: 1, 11, 16, 26, 81. 101, 111, 156</p> <p>Instructor's Guide: 1, 11, 16, 26, 81. 101, 111, 156</p>
<ul style="list-style-type: none"> Recognizing second-grade high-frequency words. Example: Dolch list, lists provided with basals. 	<p>Teachers may address this standard by using the Dolch list or lists provided with their basals.</p>
<ul style="list-style-type: none"> Making self-corrections 	<p>Teachers may address this standard by encouraging their students to self-correct as they read.</p>
<ul style="list-style-type: none"> Reading with expression 	<p>Student Book: 11, 21, 26, 41, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 156, 166</p> <p>Instructor's Guide: 11, 21, 26, 41, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 156, 166</p>
<ul style="list-style-type: none"> Using punctuation to help phrase 	<p>Student Book: 6, 31, 41, 46, 51, 56, 61, 76, 86, 101, 126, 131, 136, 146, 161, 166, 176</p> <p>Instructor's Guide: 6, 31, 41, 46, 51, 56, 61, 76, 86, 101, 126, 131, 136, 146, 161, 166, 176</p>
<ul style="list-style-type: none"> Reading 90-100 words per minute 	<p>Teachers may address this standard by monitoring their students.</p>

Afterschool Achievers: Reading Club
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Reading

Third Grade

Standard	Afterschool Achievers: Third Grade
<p>Students will:</p> <p>1. Apply advanced phonetic analysis to multi-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.</p>	<p>Student Book: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 63, 64, 69, 74, 79, 83, 84, 93, 94, 98, 103, 104, 109, 113, 114, 124, 129, 139, 144, 149, 153, 154, 159, 164, 169, 173, 174, 179</p> <p>Instructor’s Guide: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 63, 64, 69, 74, 79, 83, 84, 93, 94, 98, 103, 104, 109, 113, 114, 124, 129, 139, 144, 149, 153, 154, 159, 164, 169, 173, 174, 179</p>
<p>2. Demonstrate reading vocabulary knowledge of compound words.</p>	<p>Student Book: 8, 33, 45, 83, 89, 119, 143, 150</p> <p>Instructor’s Guide: 8, 33, 45, 83, 89, 119, 143, 150</p>
<ul style="list-style-type: none"> • Using structural analysis to develop meaning Examples: prefixes, suffixes, root words 	<p>Student Book: 18, 23, 33, 38, 58, 63, 78, 93, 98, 99, 118, 133, 134, 138, 143, 150, 153, 158, 164, 165, 173, 178</p> <p>Instructor’s Guide: 18, 23, 33, 38, 58, 63, 78, 93, 98, 99, 118, 133, 134, 138, 143, 150, 153, 158, 164, 165, 173, 178</p>
<ul style="list-style-type: none"> • Drawing semantic maps 	<p>Student Book: 28, 33, 48, 53, 68, 73, 93, 98, 113, 118, 128, 133, 138, 153, 158, 163, 173</p> <p>Instructor’s Guide: 28, 33, 48, 53, 68, 73, 93, 98, 113, 118, 128, 133, 138, 153, 158, 163, 173</p>
<ul style="list-style-type: none"> • Learning synonyms and antonyms 	<p>Student Book: 3, 43, 103, 123</p> <p>Instructor’s Guide: 3, 43, 103, 123</p>

Standard	Afterschool Achievers: Third Grade
<ul style="list-style-type: none"> Spelling correctly compound words, phonetically regular words, contractions, and possessives; using a dictionary to check spelling 	<p>Student Book: 8, 33, 83, 89, 119, 143</p> <p>Instructor’s Guide: 8, 33, 83, 89, 119, 143</p>
<p>3. Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade literacy/recreational materials in a variety of genres. Examples: stories, trade books, poetry, subject texts</p>	<p>Student Book: 2, 5, 10, 15, 17, 20, 22, 25, 27, 30, 42, 52, 55, 57, 60, 67, 71, 85, 88, 93, 95, 97, 122, 125, 127, 130, 132, 135, 147, 148, 156, 162, 168, 177, 180</p> <p>Instructor’s Guide: 2, 5, 10, 15, 17, 20, 22, 25, 27, 30, 42, 52, 55, 57, 60, 67, 71, 85, 88, 93, 95, 97, 122, 125, 127, 130, 132, 135, 147, 148, 156, 162, 168, 177, 180</p>
<ul style="list-style-type: none"> Identifying literary elements and devices. Example: characters, similes 	<p>Student Book: 37, 40, 77, 80, 117, 120, 157, 160</p> <p>Instructor’s Guide: 37, 40, 77, 80, 117, 120, 157, 160</p>
<ul style="list-style-type: none"> Determining sequence of events 	<p>Student Book: 62, 65, 102, 105, 142, 145</p> <p>Instructor’s Guide: 62, 65, 102, 105, 142, 145</p>
<ul style="list-style-type: none"> Distinguishing fiction from nonfiction 	<p>Student Book: 137, 141, 167, 170</p> <p>Instructor’s Guide: 137, 141, 167, 170</p>
<ul style="list-style-type: none"> Using sentence structure 	<p>Student Book: 11, 31, 121, 131, 156, 166, 176</p> <p>Instructor’s Guide: 11, 31, 121, 131, 156, 166, 176</p>
<ul style="list-style-type: none"> Drawing conclusions 	<p>Student Book: 147</p> <p>Instructor’s Guide: 147</p>
<ul style="list-style-type: none"> Self-monitoring for understanding. Examples: rereading, using context clues, adjusting reading speed, and accessing prior knowledge and experience 	<p>Student Book: 1, 7, 10, 12, 22, 25</p> <p>Instructor’s Guide: 1, 7, 10, 12, 22, 25</p>
<ul style="list-style-type: none"> Using vocabulary knowledge 	<p>Student Book: 28</p> <p>Instructor’s Guide: 28</p>
<ul style="list-style-type: none"> Relating main ideas to specific life experiences 	<p>Student Book: 7, 27, 47, 50, 82, 87, 90, 107, 110</p> <p>Instructor’s Guide: 7, 27, 47, 50, 82, 87, 90, 107, 110</p>
<ul style="list-style-type: none"> Reading fluently at approximately 120 words per minute 	<p>Teachers may address this standard by monitoring their students.</p>

Standard	Afterschool Achievers: Third Grade
<ul style="list-style-type: none"> Adjusting speed/rate 	Teachers may address this standard by monitoring their students.
<ul style="list-style-type: none"> Previewing and predicting 	Student Book: 2, 5, 42, 85, 122, 125 Instructor's Guide: 2, 5, 42, 85, 122, 125
<ul style="list-style-type: none"> Using prior knowledge and experience 	Student Book: 7 Instructor's Guide: 7
4. Use a wide range of strategies and skills, including retelling information, using general context clues, and making inferences to identify the main idea, to comprehend third-grade functional and textual/informational reading materials.	Student Book: 22, 25, 67, 71, 88, 127, 130, 148, 156, 168, 177, 180 Instructor's Guide: 22, 25, 67, 71, 88, 127, 130, 148, 156, 168, 177, 180
<ul style="list-style-type: none"> Using sentence structure 	Student Book: 11, 31, 121, 131, 156, 166, 176 Instructor's Guide: 11, 31, 121, 131, 156, 166, 176
<ul style="list-style-type: none"> Distinguishing main idea from details 	Student Book: 32, 35, 72, 75, 107, 110, 112, 115, 152, 155, 172, 175 Instructor's Guide: 32, 35, 72, 75, 107, 110, 112, 115, 152, 155, 172, 175
<ul style="list-style-type: none"> Summarizing passages 	Student Book: 172, 175 Instructor's Guide: 172, 175

Afterschool Achievers: Reading Club
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Fourth Grade

Standard	Afterschool Achievers; Fourth Grade
<p>Students will:</p> <p>1. Demonstrate word recognition skills including structural analysis. Examples: structural analysis – root words, prefixes, suffixes</p>	<p>Student Book: 4, 13, 14, 18, 19, 23, 24, 29, 33, 34, 38, 39, 44, 49, 53, 54, 58, 59, 64, 69, 73, 74, 75, 78, 79, 84, 89, 93, 94, 99, 103, 104, 109, 113, 114, 119, 124, 129, 133, 134, 138, 139, 144, 149, 153, 154, 155, 158, 159, 164, 169, 173, 174, 179, 180</p> <p>Instructor’s Guide: 4, 13, 14, 18, 19, 23, 24, 29, 33, 34, 38, 39, 44, 49, 53, 54, 58, 59, 64, 69, 73, 74, 75, 78, 79, 84, 89, 93, 94, 99, 103, 104, 109, 113, 114, 119, 124, 129, 133, 134, 138, 139, 144, 149, 153, 154, 155, 158, 159, 164, 169, 173, 174, 179, 180</p>
<ul style="list-style-type: none"> • Producing common word parts 	<p>Student Book: 23, 29, 33, 44, 73, 74, 75, 89, 104, 109, 149</p> <p>Instructor’s Guide: 23, 29, 33, 44, 73, 74, 75, 89, 104, 109, 149</p>
<ul style="list-style-type: none"> • Reading multi-syllabic words 	<p>Student Book: 18, 23, 33, 44, 53, 73, 79, 89, 93, 113, 129, 133, 139, 144, 153, 159, 173, 174</p> <p>Instructor’s Guide: 18, 23, 33, 44, 53, 73, 79, 89, 93, 113, 129, 133, 139, 144, 153, 159, 173, 174</p>
<ul style="list-style-type: none"> • Reading compound words, contractions, possessives, and inflectional endings 	<p>Student Book: 33, 59, 103</p> <p>Instructor’s Guide: 33, 59, 103</p>
<p>2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.</p>	<p>Student Book: 3, 9, 63, 118, 143</p> <p>Instructor’s Guide: 3, 9, 63, 118, 143</p>
<ul style="list-style-type: none"> • Reading multiple-meaning words 	<p>Student Book: 33</p> <p>Instructor’s Guide: 33</p>

Standard	Afterschool Achievers: Fourth Grade
<p>3. Use a wide range of strategies, including distinguishing fiction from non-fiction and making inferences to comprehend fourth-grade literary/recreational materials in a variety of genres. Examples: novels, short stories, poetry, trade books</p>	<p>Student Book: 12, 15, 22, 25, 52, 55, 57, 60, 92, 95, 112, 117, 120, 147, 150</p> <p>Instructor’s Guide: 12, 15, 22, 25, 52, 55, 57, 60, 92, 95, 112., 117, 120, 147, 150</p>
<ul style="list-style-type: none"> • Summarizing 	<p>Student Book: 127, 130</p> <p>Instructor’s Guide: 127, 130</p>
<ul style="list-style-type: none"> • Comparing and contrasting 	<p>Student Book: 77, 80, 157, 160</p> <p>Instructor’s Guide: 77, 80, 157, 160</p>
<ul style="list-style-type: none"> • Self-monitoring for understanding. Examples: rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences 	<p>Teachers may address this standard by encouraging students to use these strategies to self-monitor as they read.</p>
<ul style="list-style-type: none"> • Using vocabulary knowledge 	<p>Student Book: 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 158, 168, 178</p> <p>Instructor’s Guide: 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 158, 168, 178</p>
<ul style="list-style-type: none"> • Reading fluently with expressions and attention to punctuation 	<p>Student Book: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 110, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176</p> <p>Instructor’s Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 110, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176</p>
<ul style="list-style-type: none"> • Using prior knowledge and experience 	<p>Student Book: 7, 10, 12, 15, 27, 122, 125, 177</p> <p>Instructor’s Guide: 7, 10, 12, 15, 27, 122, 125, 177</p>
<ul style="list-style-type: none"> • Drawing conclusions 	<p>Student Book: 87, 90, 162, 165</p> <p>Instructor’s Guide: 87, 90, 162, 165</p>
<ul style="list-style-type: none"> • Asking and answering questions 	<p>Student Book: 6, 7, 12, 16, 17, 22, 27, 32, 47, 52, 57, 62, 72, 77, 82, 87, 92, 97, 107, 112, 117, 122, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177</p> <p>Instructor’s Guide: 6, 7, 12, 16, 17, 22, 27, 32, 47, 52, 57, 62, 72, 77, 82, 87, 92, 97, 107, 112, 117, 122, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177</p>

Standard	Afterschool Achievers: Fourth Grade
<ul style="list-style-type: none"> Relating events, ideas, and characters to specific life experiences 	Student Book: 7, 10, 12, 15, 27, 30, 122, 125, 177 Instructor's Guide: 7, 10, 12, 15, 27, 30, 122, 125, 177
<p>4. Identify literary elements and devices, including characters, important details, and similes, in literary/recreational materials and identifying important details in textual/informational materials.</p>	Student Book: 2, 5, 42, 45, 62, 65, 132, 135 Instructor's Guide: 2, 5, 42, 45, 62, 65, 132, 135
<ul style="list-style-type: none"> Identifying main idea 	Student Book: 2, 5, 42, 45, 62, 65, 132, 135 Instructor's Guide: 2, 5, 42, 45, 62, 65, 132, 135
<ul style="list-style-type: none"> Identifying author's purpose 	Student Book: 32, 35, 82, 85, 107, 110, 152 Instructor's Guide: 32, 35, 82, 85, 107, 110, 152
<p>5. Use a wide range of strategies and skills, including sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade functional and textual/informational reading materials.</p>	Student Book: 22, 57, 60 Instructor's Guide: 22, 57, 60
<ul style="list-style-type: none"> Determining sequence of events 	Student Book: 37, 40, 67, 70, 97, 100, 137, 140, 172, 175 Instructor's Guide: 37, 40, 67, 70, 97, 100, 137, 140, 172, 175
<ul style="list-style-type: none"> Distinguishing fact from opinion 	Student Book: 17, 20, 47, 50, 102, 105, 142, 145 Instructor's Guide: 17, 20, 47, 50, 102, 105, 142, 145
<ul style="list-style-type: none"> Summarizing passages 	Student Book: 127, 130 Instructor's Guide: 127, 130
<ul style="list-style-type: none"> Comparing and contrasting 	Student Book: 77, 80, 157, 160 Instructor's Guide: 77, 80, 157, 160
<ul style="list-style-type: none"> Self-monitoring text understanding. Examples: rereading, using context clues, adjusting speed, accessing prior knowledge and experiences 	Student Book: 7, 10, 12, 15, 27, 30, 177 Instructor's Guide: 7, 10, 12, 15, 27, 30, 177
<ul style="list-style-type: none"> Previewing and predicting 	Student Book: 27, 30, 72, 167, 170 Instructor's Guide: 27, 30, 72, 167, 170

Standard	Afterschool Achievers: Fourth Grade
<ul style="list-style-type: none"> <li data-bbox="237 163 526 193">• Detecting obvious bias 	<p data-bbox="820 159 1341 189">Student Book: 17, 20, 47, 50, 102, 105, 142, 145</p> <p data-bbox="820 218 1398 247">Instructor's Guide: 17, 20, 47, 50, 102, 105, 142, 145</p>
<ul style="list-style-type: none"> <li data-bbox="237 310 773 403">• Recognizing persuasive techniques. Example: sources-advertisements, Internet, speeches, newspaper editorials 	<p data-bbox="820 306 1256 336">The following pages focus on persuasion:</p> <p data-bbox="820 338 1105 367">Student Book: 32, 82, 107</p> <p data-bbox="820 396 1162 426">Instructor's Guide: 32, 82, 107</p>

Afterschool Achievers: Reading Club

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Reading

Fifth Grade

Standard	Afterschool Achievers: Fifth Grade
<p>Students will:</p> <ol style="list-style-type: none"> Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. 	<p>Student Book: 3, 8, 9, 18, 19, 28, 33, 38, 48, 58, 63, 68, 78, 83, 88, 98, 103, 108, 118, 123, 128, 138, 143, 148, 158, 163, 168, 173, 178</p> <p>Instructor’s Guide: 3, 8, 9, 18, 19, 28, 33, 38, 48, 58, 63, 68, 78, 83, 88, 98, 103, 108, 118, 123, 128, 138, 143, 148, 158, 163, 168, 173, 178</p>
<ul style="list-style-type: none"> Word “chunks” or parts. Example: “mark,” “remark,” or “able,” in remarkable 	<p>Student Book: 13, 18, 33, 38, 43, 53, 58, 60, 63, 78, 98, 110, 119, 124, 135</p> <p>Instructor’s Guide: 13, 18, 33, 38, 43, 53, 58, 60, 63, 78, 98, 110, 119, 124, 135</p>
<ul style="list-style-type: none"> Inflected endings such as <i>ed</i> or <i>ing</i> 	<p>Student Book: 4, 14, 29, 34, 38, 44, 59, 69, 74, 78, 110, 129, 135, 149, 174</p> <p>Instructor’s Guide: 4, 14, 29, 34, 38, 44, 59, 69, 74, 78, 110, 129, 135, 149, 174</p>
<ol style="list-style-type: none"> Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade literary/recreational materials in a variety of genres. 	<p>Student Book: 27, 30, 37, 40, 77, 80, 107, 117, 120, 147, 150, 157, 160, 172, 175, 177, 180</p> <p>Instructor’s Guide: 27, 30, 37, 40, 77, 80, 107, 117, 120, 147, 150, 157, 160, 172, 175, 177, 180</p>
<ul style="list-style-type: none"> Determining sequence of events 	<p>Student Book: 22, 25, 62, 65, 142, 145, 167, 170</p> <p>Instructor’s Guide: 22, 25, 62, 65, 142, 145, 167, 170</p>
<ul style="list-style-type: none"> Comparing and contrasting 	<p>Student Book: 52, 55, 92, 95, 127, 130</p> <p>Instructor’s Guide: 52, 55, 92, 95, 127, 130</p>
<ul style="list-style-type: none"> Using sentence structure and context 	<p>Student Book: 11, 12, 15, 86, 141, 162, 165</p> <p>Instructor’s Guide: 11, 12, 15, 86, 141, 162, 165</p>

Standard	Afterschool Achievers: Fifth Grade
<ul style="list-style-type: none"> Using prior knowledge and experience to interpret 	<p>Student Book: 7, 10, 47, 50, 87, 132</p> <p>Instructor’s Guide: 7, 10, 47, 50, 87, 132</p>
<ul style="list-style-type: none"> Inferring motive 	<p>Student Book: 67, 70, 102, 105</p> <p>Instructor’s Guide: 67, 70, 102, 105</p>
<p>3. Recognize the use or effect of literary elements and devices – including setting, character traits, stated purpose, metaphors, and simple symbolism – and recognize stated purpose and gain information from various text formats, including tables and charts.</p>	<p>Student Book: 27, 30, 37, 40, 77, 80, 107, 117, 120, 147, 150, 157, 160, 177, 180</p> <p>Instructor’s Guide: 27, 30, 37, 40, 77, 80, 107, 117, 120, 147, 150, 157, 160, 177, 180</p>
<ul style="list-style-type: none"> Main idea and supporting details 	<p>Student Book: 32, 35, 72, 75, 112, 115, 152, 155, 172, 175</p> <p>Instructor’s Guide: 32, 35, 72, 75, 112, 115, 152, 155, 172, 175</p>
<ul style="list-style-type: none"> Implied purpose 	<p>Student Book: 91, 97, 100, 111, 166</p> <p>Instructor’s Guide: 91, 97, 100, 111, 166</p>
<p>4. Using a wide range of strategies and skills, including text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade functional and textual/informational reading materials.</p>	<p>Student Book: 27, 30, 157, 177, 180</p> <p>Instructor’s Guide: 27, 30, 157, 177, 180</p>
<ul style="list-style-type: none"> Determining sequence of events 	<p>Student Book: 22, 25, 62, 65, 142, 145, 167, 170</p> <p>Instructor’s Guide: 22, 25, 62, 65, 142, 145, 167, 170</p>
<ul style="list-style-type: none"> Determining cause and effect 	<p>Student Book: 17, 20, 57, 137, 140</p> <p>Instructor’s Guide: 17, 20, 57, 137, 140</p>
<ul style="list-style-type: none"> Distinguishing fact from opinion 	<p>Student Book: 41, 42, 45, 122, 125</p> <p>Instructor’s Guide: 41, 42, 45, 122, 125</p>
<ul style="list-style-type: none"> Previewing and predicting 	<p>Student Book: 2, 5, 82, 85</p> <p>Instructor’s Guide: 2, 5, 82, 85</p>

Standard	Afterschool Achievers: Fifth Grade
<ul style="list-style-type: none"> • Using sentence structure and context 	<p>Student Book: 11, 12, 15, 86, 162, 165</p> <p>Instructor’s Guide: 11, 12, 15, 86, 162, 165</p>
<ul style="list-style-type: none"> • Using prior knowledge and experience to interpret 	<p>Student Book: 7, 10, 47, 50, 87, 132</p> <p>Instructor’s Guide: 7, 10, 47, 50, 87, 132</p>
<ul style="list-style-type: none"> • Self-monitoring text understanding. Examples: rereading, using context clues, adjusting speed, accessing prior knowledge and experience 	<p>Student Book: 7, 47</p> <p>Instructor’s Guide: 7, 47</p>



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