

AFTERSCHOOL ACHIEVERS:  
READING CLUB © 2003

GRADES K-5

correlated to

California English-Language Arts  
Content Standards: Reading



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# Afterschool Achievers: Reading Club © 2003 correlated to California English-Language Arts Content Standards: Reading, Kindergarten

## CONTENT STANDARD 1.0

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

#### Concepts About Print

Kindergarten English-language Arts Content Standards	Afterschool Achievers: Reading Club, Kindergarten
1.1 Identify the front cover, back cover, and title page of a book.	Demonstrate using the Instructor’s Guide, Student Book, or other available book.
1.2 Follow words from left to right and from top to bottom on the printed page.	<b>Instructor’s Guide:</b> 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
1.3 Understand that printed materials provide information.	<b>Instructor’s Guide:</b> 1-180
1.4 Recognize that sentences in print are made up of separate words.	<b>Instructor’s Guide:</b> 16, 18, 19, 21, 26, 46, 59, 69, 70, 71, 76, 77, 78, 82, 84, 85, 87, 88, 89, 95, 98, 99, 104, 108, 109, 110, 113, 115, 117, 118, 120, 121, 124, 128, 129, 130, 131, 133, 134, 135, 138, 139, 140, 141, 144, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 173, 174, 178, 180
1.5 Distinguish letters from words.	<b>Instructor’s Guide:</b> 16, 18, 19, 21, 26, 46, 59, 69, 70, 71, 76, 77, 78, 82, 84, 85, 87, 88, 89, 95, 98, 99, 104, 108, 109, 110, 113, 115, 117, 118, 120, 121, 124, 128, 129, 130, 131, 133, 134, 135, 138, 139, 140, 141, 144, 146, 147, 148, 149, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 173, 174, 178, 180
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	<b>Instructor’s Guide:</b> 14, 18, 31, 34, 38, 39, 44, 49, 51, 54, 59, 64, 69, 74, 79, 81, 83, 84, 93, 94, 98, 99, 104, 109, 113, 114, 124, 129, 134, 139, 144, 145, 148, 153, 159, 164, 169, 174, 179

**Phonemic Awareness**

Kindergarten English-language Arts Content Standards	Afterschool Achievers: Reading Club, Kindergarten
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	<b>Instructor’s Guide:</b> 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	<b>Instructor’s Guide:</b> 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
1.9 Blend vowel-consonant sounds orally to make words or syllables.	<b>Instructor’s Guide:</b> 14, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 70, 74, 79, 84, 89, 93, 94, 98, 99, 103, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 145, 148, 149, 153, 154, 155, 164, 168
1.10 Identify and produce rhyming words in response to an oral prompt.	<b>Instructor’s Guide:</b> 3, 4, 8, 10, 13, 23, 33, 53
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<b>Instructor’s Guide:</b> 6, 14, 24, 29, 34, 39, 44, 49, 59, 64, 69, 70, 74, 79, 83, 84, 94, 99, 104, 109, 114, 119, 124, 144, 154, 155
1.12 Track auditorily each word in a sentence and each syllable in a word.	<b>Instructor’s Guide:</b> 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
1.13 Count the number of sounds in syllables and syllables in words.	<b>Instructor’s Guide:</b> 9, 19, 29, 43, 63, 73, 128, 133, 163

**Decoding and Word Recognition**

Kindergarten English-language Arts Content Standards	Afterschool Achievers: Reading Club, Kindergarten
1.14 Match all consonant and short-vowel sounds to appropriate letters.	<b>Instructor’s Guide:</b> 9, 14, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	<b>Instructor’s Guide:</b> 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176

<b>Kindergarten English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Kindergarten</b>
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<b>Instructor's Guide:</b> 14, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 70, 74, 79, 83, 84, 85, 89, 93, 94, 99, 103, 104, 109, 114, 119, 124, 128, 129, 133, 134, 139, 141, 144, 145, 148, 149, 153, 154, 155, 163, 164, 168, 173, 178

***Vocabulary and Concept Development***

<b>Kindergarten English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Kindergarten</b>
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	<b>Instructor's Guide:</b> 33, 43, 53, 73, 88, 93, 113, 123, 133, 153, 163, 173
1.18 Describe common objects and events in both general and specific language.	<b>Instructor's Guide:</b> 138, 143

**C O N T E N T S T A N D A R D 2 . 0**

**2.0 Reading Comprehension**

***Structural Features of Informational Materials***

<b>Kindergarten English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Kindergarten</b>
2.1 Locate the title, table of contents, name of author, and name of illustrator.	Display Instructor's Guide, Student Book, or other available book.

***Comprehension and Analysis of Grade-Level-Appropriate Text***

<b>Kindergarten English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Kindergarten</b>
2.2 Use pictures and context to make predictions about story content.	<b>Instructor's Guide:</b> 1, 6, 11, 12, 16, 17, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 77, 81, 82, 86, 91, 96, 97, 101, 106, 111, 112, 116, 120, 121, 126, 131, 132, 136, 141, 146, 147, 151, 152, 156, 161, 166, 171, 176
2.3 Connect to life experiences the information and events in texts.	<b>Instructor's Guide:</b> 42, 57, 60, 71, 72, 80, 82, 107, 112, 137, 140, 147, 151, 158, 162, 165, 177
2.4 Retell familiar stories.	<b>Instructor's Guide:</b> 27, 30, 47, 50, 57, 60, 77, 78, 87, 90, 98, 118, 122, 123, 125, 140, 157, 160

Kindergarten English-language Arts Content Standards	Afterschool Achievers: Reading Club, Kindergarten
2.5 Ask and answer questions about essential elements of a text.	<b>Instructor's Guide:</b> 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, 120, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177

## C O N T E N T   S T A N D A R D   3 . 0

### 3.0 Literary Response and Analysis

#### *Narrative Analysis of Grade-Level-Appropriate Text*

Kindergarten English-language Arts Content Standards	Afterschool Achievers: Reading Club, Kindergarten
3.1 Distinguish fantasy from realistic text.	<b>Instructor's Guide:</b> 7, 10, 62, 65, 92, 95, 127, 130
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	<b>Instructor's Guide:</b> 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
3.3 Identify characters, settings, and important events.	<b>Instructor's Guide:</b> 7, 16, 21, 22, 25, 32, 36, 42, 46, 51, 56, 57, 60, 61, 76, 82, 86, 87, 90, 91, 92, 95, 100, 101, 106, 107, 111, 112, 115, 116, 117, 120, 122, 125, 126, 135, 136, 140, 150, 151, 152, 156, 158, 160, 161, 162, 165, 166, 170, 175, 177



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correlated to
California English-Language Arts Content Standards:
Reading, Grade 1

CONTENT STANDARD 1.0

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

Table with 2 columns: Grade One English-language Arts Content Standards and Afterschool Achievers: Reading Club, Grade 1. Rows include standards 1.1, 1.2, and 1.3 with corresponding page references in the Instructor's Guide.

Phonemic Awareness

Table with 2 columns: Grade One English-language Arts Content Standards and Afterschool Achievers: Reading Club, Grade 1. Rows include standards 1.4 and 1.5 with corresponding page references in the Instructor's Guide.

Grade One English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 1
1.6 Create and state a series of rhyming words, including consonant blends.	<b>Instructor’s Guide:</b> 3, 4, 8, 9, 13, 14, 28, 33, 48, 49, 53, 58, 68, 73, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).	<b>Instructor’s Guide:</b> 1, 3, 4, 8, 9, 13, 14, 22, 28, 29, 33, 34, 39, 44, 53, 54, 63, 64, 68, 73, 74, 78, 79, 83, 84, 88, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/= cat; /f/ l/ a/ t/= flat).	<b>Instructor’s Guide:</b> 48, 53, 54, 58, 59, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 94, 98, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
1.9 Segment single-syllable words into their components (e.g., /c/ a/ t/= cat; /s/ p/ l/ a/ t/= splat; /r/ i/ ch/= rich).	<b>Instructor’s Guide:</b> 8, 23, 24, 28, 29, 31, 33, 34, 38, 39, 43, 44, 47, 48, 49, 53, 54, 58, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 138, 139, 144, 149, 154, 159, 164, 169, 174, 179

***Decoding and Word Recognition***

Grade One English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 1
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	<b>Instructor’s Guide:</b> 8, 23, 24, 28, 29, 31, 33, 34, 38, 39, 43, 44, 47, 48, 49, 53, 54, 58, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 138, 139, 144, 149, 154, 159, 164, 169, 174, 179
1.11 Read common, irregular sight words (e.g., <i>the</i> , <i>have</i> , <i>said</i> , <i>come</i> , <i>give</i> , <i>of</i> ).	<b>Instructor’s Guide:</b> 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 31, 33, 34, 38, 39, 43, 44, 46, 47, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 109, 113, 114, 119, 124, 129, 133, 134, 139, 144, 149, 154, 159, 164, 169, 173, 174, 179
1.12 Use knowledge of vowel digraphs and <i>r</i> - controlled letter-sound associations to read words.	<b>Instructor’s Guide:</b> 3, 4, 8, 9, 13, 14, 18, 22, 23, 24, 25, 26, 27, 28, 29, 31, 33, 37, 38, 40, 41, 42, 43, 44, 46, 47, 51, 53, 54, 55, 56, 59, 60, 61, 63, 64, 65, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 149, 153, 154, 158, 159, 163, 168, 169, 173, 174, 178
1.13 Read compound words and contractions.	<b>Instructor’s Guide:</b> 108, 143

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.14 Read inflectional forms (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i> ) and root words (e.g., <i>look</i> , <i>looked</i> , <i>looking</i> ).	<b>Instructor's Guide:</b> 133, 158, 173
1.15 Read common word families (e.g., <i>-ite</i> , <i>-ate</i> ).	<b>Instructor's Guide:</b> 3, 4, 8, 9, 13, 14, 28, 33, 48, 53, 73, 78, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
1.16 Read aloud with fluency in a manner that sounds like natural speech.	<b>Instructor's Guide:</b> 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176

***Vocabulary and Concept Development***

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	<b>Instructor's Guide:</b> 38, 78, 79, 93, 103, 113, 128, 178

**C O N T E N T S T A N D A R D 2 . 0**

**2.0 Reading Comprehension**

***Structural Features of Informational Materials***

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
2.1 Identify text that uses sequence or other logical order.	<b>Instructor's Guide:</b> 2, 5, 7, 37, 40, 47, 67, 70, 102, 105, 137, 140, 172, 175

***Comprehension and Analysis of Grade-Level-Appropriate Text***

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
2.2 Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.	<b>Instructor's Guide:</b> 10, 12, 50, 61, 82, 87, 90, 97, 102, 122, 132, 137, 140, 150, 155
2.3 Follow one-step written instructions.	<b>Instructor's Guide:</b> 1-180 (see Today's Challenge)
2.4 Use context to resolve ambiguities about word and sentence meanings.	<b>Instructor's Guide:</b> 18, 28, 48, 58, 68, 81, 103, 118, 123, 129, 138, 153, 158, 168
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	<b>Instructor's Guide:</b> 57, 60, 92, 95, 127, 130, 162, 165

Grade One English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 1
2.6 Relate prior knowledge to textual information.	<b>Instructor's Guide:</b> 5, 6, 7, 10, 11, 12, 15, 17, 18, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 47, 50, 52, 55, 57, 60, 62, 65, 67, 70, 72, 75, 77, 80, 82, 85, 87, 90, 92, 95, 97, 100, 105, 107, 110, 112, 115, 117, 120, 122, 125, 127, 130, 132, 135, 137, 140, 142, 145, 147, 150, 152, 155, 157, 160, 162, 165, 167, 170, 172, 175, 177, 180
2.7 Retell the central ideas of simple expository or narrative passages.	<b>Instructor's Guide:</b> 27, 30, 47, 50, 87, 90, 122, 125, 157, 160

## C O N T E N T   S T A N D A R D   3 . 0

### 3.0 Literary Response and Analysis

#### *Narrative Analysis of Grade-Level-Appropriate Text*

Grade One English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 1
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	<b>Instructor's Guide:</b> 5, 7, 10, 12, 15, 17, 22, 27, 30, 32, 37, 42, 47, 50, 52, 57, 62, 67, 72, 77, 82, 87, 90, 92, 97, 102, 105, 107, 111, 112, 116, 117, 122, 125, 127, 136, 137, 141, 142, 147, 152, 156, 157, 160, 162, 167, 171, 172, 175, 177
3.2 Describe the roles of authors and illustrators and their contributions to print materials.	<b>Instructor's Guide:</b> 12, 15, 17, 20, 32, 35, 42, 45, 52, 55, 72, 75, 77, 80, 97, 107, 110, 112, 115, 131, 132, 145, 147, 150, 167, 176, 177, 180
3.3 Recollect, talk, and write about books read during the school year.	<b>Instructor's Guide:</b> 27, 30, 47, 50, 87, 90, 122, 125, 157, 160

## Writing, Grade 1

## C O N T E N T   S T A N D A R D   1 . 0

### 1.0 Writing Strategies

#### *Organization and Focus*

Grade One English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 1
1.1 Select a focus when writing.	<b>Instructor's Guide:</b> 24, 26, 41, 42, 45, 46, 51, 67, 77, 82, 117, 131, 132, 136, 150, 152, 157, 158, 161, 163, 170, 171, 173, 177
1.2 Use descriptive words when writing.	<b>Instructor's Guide:</b> 12, 15, 32, 33, 35, 52, 55, 72, 75, 98, 107, 110, 118, 142, 145, 177, 180, 163, 168

### *Penmanship*

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.3 Print legibly and space letters, words, and sentences appropriately.	<b>Instructor's Guide:</b> 33, 84, 169

## **C O N T E N T   S T A N D A R D   2 . 0**

### **2.0 Writing Applications (Genres and Their Characteristics)**

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	<b>Instructor's Guide:</b> 22, 30, 32, 33, 52, 66, 76, 91, 95, 111, 117, 120, 121, 125, 130, 136, 137, 145, 156, 157, 160, 161, 165, 166, 167, 170, 171, 172, 175, 176
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	<b>Instructor's Guide:</b> 38, 40, 45, 60, 65, 82, 92, 93, 97, 102, 105, 110, 118, 131, 135, 142, 143, 147, 150, 151, 152, 155, 163, 177, 180

## **Written and Oral English Language Conventions, Grade 1**

## **C O N T E N T   S T A N D A R D   1 . 0**

### **1.0 Written and Oral English Language Conventions**

#### *Sentence Structure*

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.1 Write and speak in complete, coherent sentences.	<b>Instructor's Guide:</b> 33, 48, 52, 94, 112, 129, 132, 134, 135, 158, 164, 175

#### *Grammar*

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.2 Identify and correctly use singular and plural nouns.	<b>Instructor's Guide:</b> 113, 128
1.3 Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i> ) and singular possessive pronouns (e.g., <i>my/mine</i> , <i>his/her</i> , <i>hers</i> , <i>your/s</i> ) in writing and speaking.	<b>Instructor's Guide:</b> 16, 27, 46, 47, 51, 57, 67, 76, 86, 90, 98, 111, 112, 121, 122, 125, 126, 132, 137, 151, 161, 171

### ***Punctuation***

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	<b>Instructor's Guide:</b> 51, 91, 112, 121, 129, 132, 147, 164, 167
1.5 Use a period, exclamation point, or question mark at the end of sentences.	<b>Instructor's Guide:</b> 51, 91, 112, 121, 129, 132, 147, 164, 167
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	<b>Instructor's Guide:</b> 51, 91, 112, 121, 129, 132, 147, 164, 167

### ***Capitalization***

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	<b>Instructor's Guide:</b> 26, 46, 49, 58, 63, 167

### ***Spelling***

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	<b>Instructor's Guide:</b> 8, 28, 48, 68, 73, 88, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 149, 154, 159, 164, 169, 174, 178

## **Listening and Speaking, Grade 1**

### **CONTENT STANDARD 1.0**

#### **1.0 Written and Oral English Language Conventions**

### ***Comprehension***

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.1 Listen attentively.	<b>Instructor's Guide:</b> 1-180
1.2 Ask questions for clarification and understanding.	<b>Instructor's Guide:</b> 2, 7, 10, 12, 17, 22, 25, 27, 30, 32, 37, 40, 42, 45, 47, 50, 51, 55, 57, 60, 61, 62, 65, 67, 70, 72, 77, 80, 82, 85, 87, 90, 92, 95, 97, 100, 102, 105, 107, 110, 112, 115, 117, 120, 122, 125, 127, 130, 131, 132, 135, 137, 140, 142, 145, 147, 148, 150, 152, 155, 157, 160, 162, 165, 167, 170, 172, 175, 177, 180
1.3 Give, restate, and follow simple two-step directions.	<b>Instructor's Guide:</b> 1-180

**Organization and Delivery of Oral Communication**

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
1.4 Stay on the topic when speaking.	<b>Instructor's Guide:</b> 27, 30, 47, 50, 87, 90, 122, 125, 157, 160
1.5 Use descriptive words when speaking about people, places, things, and events.	<b>Instructor's Guide:</b> 98, 118, 153, 163, 168

**C O N T E N T   S T A N D A R D   2 . 0****2.0 Speaking Applications (Genres and Their Characteristics)**

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

<b>Grade One English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 1</b>
2.1 Recite poems, rhymes, songs, and stories.	<b>Instructor's Guide:</b> 1, 6, 11, 12, 16, 21, 23, 26, 27, 28, 30, 31, 34, 36, 37, 39, 41, 42, 43, 46, 47, 50, 51, 52, 54, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 80, 81, 82, 86, 87, 90, 91, 92, 96, 102, 106, 111, 112, 116, 121, 122, 125, 126, 131, 132, 136, 141, 142, 146, 151, 152, 156, 157, 160, 161, 162, 166, 171, 176
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when where</i> , <i>why</i> , and <i>how</i> questions.	<b>Instructor's Guide:</b> 27, 30, 47, 50, 87, 90, 122, 125, 157, 160
2.3 Relate an important life event or personal experience in a simple sequence.	<b>Instructor's Guide:</b> 22, 42, 46, 76, 125, 146, 150, 171
2.4 Provide descriptions with careful attention to sensory detail.	<b>Instructor's Guide:</b> 41, 87, 91, 111, 116, 131, 137, 139, 142, 160, 162, 171, 173, 177



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Reading, Grade 2

CONTENT STANDARD 1.0

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

Table with 2 columns: Grade Two English-language Arts Content Standards and Afterschool Achievers: Reading Club, Grade 2. Rows include standards 1.1 through 1.6 with corresponding page references from the Instructor's Guide.

***Vocabulary and Concept Development***

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.7 Understand and explain common antonyms and synonyms.	<b>Instructor's Guide:</b> 3, 23, 43, 63, 83, 103, 123, 143
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	<b>Instructor's Guide:</b> 78, 113, 118, 123, 124, 125, 129, 134, 135, 150, 173
1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).	<b>Instructor's Guide:</b> 133, 158, 163, 164, 169, 170, 174, 178, 179
1.10 Identify simple multiple-meaning words.	<b>Instructor's Guide:</b> 28, 88, 108, 128, 148, 168

***Vocabulary and Concept Development***

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	<b>Instructor's Guide:</b> 48, 58, 98, 108, 118, 128, 178

**C O N T E N T   S T A N D A R D   2 . 0**

**2.0 Reading Comprehension**

***Structural Features of Informational Materials***

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	<b>Instructor's Guide:</b> 1-180

***Comprehension and Analysis of Grade-Level-Appropriate Text***

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
2.2 State the purpose in reading (i. e., tell what information is sought).	<b>Instructor's Guide:</b> 1, 10, 11, 16, 20, 21, 26, 30, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 107, 111, 116, 121, 126, 131, 136, 141, 146, 147, 151, 156, 161, 166, 171, 176
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	<b>Instructor's Guide:</b> 1, 10, 11, 16, 20, 21, 26, 30, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 107, 111, 116, 121, 126, 131, 136, 141, 146, 147, 151, 156, 161, 166, 171, 176
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why</i> , <i>what if</i> , <i>how</i> ).	<b>Instructor's Guide:</b> 18, 35, 38, 58, 78, 98, 118, 138, 158, 178

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
2.5 Restate facts and details in the text to clarify and organize ideas.	<b>Instructor’s Guide:</b> 32, 35, 72, 75, 112, 115, 152, 155, 172, 175
2.6 Recognize cause-and-effect relationships in a text.	<b>Instructor’s Guide:</b> 17, 20, 57, 60, 97, 100, 137, 140, 162, 165
2.7 Interpret information from diagrams, charts, and graphs.	<b>Instructor’s Guide:</b> 22, 30, 32, 52, 72, 77, 92, 97, 107, 112, 137, 157, 162, 177
2.8 Follow two-step written instructions.	<b>Instructor’s Guide:</b> 1-180

## C O N T E N T   S T A N D A R D   3 . 0

### 3.0 Literary Response and Analysis

#### *Narrative Analysis of Grade-Level-Appropriate Text*

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
3.1 Compare and contrast plots, settings, and characters presented by different authors.	<b>Instructor’s Guide:</b> 7, 10, 40, 42, 47, 50, 87, 90, 167
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	<b>Instructor’s Guide:</b> 7, 10, 40, 42, 47, 50, 87, 90, 167
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	<b>Instructor’s Guide:</b> 3, 4, 6, 7, 10, 15, 19, 24, 40, 42, 44, 47, 49, 50, 59, 83, 87, 90, 99, 101, 103, 126, 128

## Writing, Grade 2

## C O N T E N T   S T A N D A R D   1 . 0

### 1.0 Writing Strategies

#### *Organization and Focus*

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.1 Group related ideas and maintain a consistent focus.	<b>Instructor’s Guide:</b> 5, 25, 36, 42, 45, 46, 49, 53, 60, 62, 64, 65, 66, 67, 71, 76, 77, 81, 86, 87, 91, 92, 97, 100, 101, 106, 107, 112, 115, 116, 117, 121, 122, 126, 127, 129, 130, 136, 140, 145, 147, 156, 157, 159, 160, 162, 163, 166, 167, 171, 172, 175, 176, 177, 178, 180

***Penmanship***

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.2 Create readable documents with legible handwriting.	<b>Instructor's Guide:</b> 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179

***Research***

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	<b>Instructor's Guide:</b> 78, 123

***Evaluation and Revision***

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.4 Revise original drafts to improve sequence and provide more descriptive detail.	<b>Instructor's Guide:</b> 57, 59

**C O N T E N T   S T A N D A R D   2 . 0****2.0 Writing Applications (Genres and Their Characteristics)**

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
2.1 Write brief narratives based on their experiences: <ul style="list-style-type: none"> <li>a. Move through a logical sequence of events.</li> <li>b. Describe the setting, characters, objects, and events in detail.</li> </ul>	<b>Instructor's Guide:</b> 11, 12, 25, 27, 30, 36, 37, 41, 42, 51, 56, 60, 62, 71, 75, 80, 92, 116, 145, 167

# Written and Oral English Language Conventions, Grade 2

## **C O N T E N T   S T A N D A R D   1 . 0** **1.0 Written and Oral English Language Conventions**

### *Sentence Structure*

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.1 Distinguish between complete and incomplete sentences.	<b>Instructor's Guide:</b> 57, 59
1.2 Recognize and use the correct word order in written sentences.	<b>Instructor's Guide:</b> 57, 59

### *Grammar*

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	<b>Instructor's Guide:</b> 33, 52, 53, 66, 67, 82, 85, 91, 93, 107, 109, 113, 131, 153, 172, 173, 178

### *Punctuation*

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	<b>Instructor's Guide:</b> 31, 41, 46, 56, 61, 81, 131, 146, 151
1.5 Use quotation marks correctly.	<b>Instructor's Guide:</b> 31, 36, <b>37</b> , 45, 71, 76, 106, 130, 131, 132, 140, 145, 146, 151, 152, 160, 166, 176, 180

### *Capitalization*

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	<b>Instructor's Guide:</b> 1, 2, 11, 12, 40, 45, 58, 65, 71, 75, 76, 81, 91, 105, 107, 116, 117, 120, 135, 136, 145, 146, 151, 152, 157, 165, 166, 167, 177, 178

## Spelling

Grade Two English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 2
1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).	<b>Instructor's Guide:</b> 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 114, 118, 119, 123, 124, 128, 129, 133, 134, 138, 139, 143, 144, 148, 149, 153, 154, 158, 149, 153, 154, 158, 159, 163, 164, 168, 169, 173, 174, 178, 179
1.8 Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.	<b>Instructor's Guide:</b> 1, 4, 6, 11, 14, 16, 21, 26, 31, 33, 34, 36, 41, 44, 46, 51, 56, 61, 66, 71, 76, 79, 81, 84, 86, 91, 96, 99, 101, 103, 106, 111, 114, 116, 121, 126, 129, 131, 136, 139, 141, 144, 146, 151, 154, 156, 161, 166, 171, 174, 176

## Listening and Speaking, Grade 2

### CONTENT STANDARD 1.0

#### 1.0 Written and Oral English Language Conventions

## Comprehension

Grade Two English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 2
1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	<b>Instructor's Guide:</b> 1, 10, 11, 16, 20, 21, 26, 30, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 107, 111, 116, 121, 126, 131, 136, 141, 146, 147, 151, 156, 161, 166, 171, 176
1.2 Ask for clarification and explanation of stories and ideas.	<b>Instructor's Guide:</b> 1, 11, 16, 18, 21, 26, 38, 41, 58, 71, 78, 91, 98, 111, 118, 138, 146, 147, 151, 158, 162, 171, 178
1.3 Paraphrase information that has been shared orally by others.	<b>Instructor's Guide:</b> 1, 6, 32, 35, 72, 75, 112, 115, 152, 155, 172, 175
1.4 Give and follow three-and four-step oral directions.	<b>Instructor's Guide:</b> 42, 102, 142, 145

**Organization and Delivery of Oral Communication**

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
1.5 Organize presentations to maintain a clear focus.	<b>Instructor’s Guide:</b> 5, 25, 36, 42, 45, 46, 49, 53, 60, 62, 64, 65, 66, 67, 71, 76, 77, 81, 86, 87, 91, 92, 97, 100, 101, 106, 107, 112, 115, 116, 117, 121, 122, 126, 127, 129, 130, 136, 140, 145, 147, 156, 157, 159, 160, 162, 163, 166, 167, 171, 172, 175, 176, 177, 178, 180
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	<b>Instructor’s Guide:</b> 36, 41, 46, 50, 51, 60, 61, 66, 70, 71, 76, 77, 86, 87, 91, 92, 97, 101, 106, 107, 112, 115, 116, 117, 122, 126, 127, 129, 130, 136, 142, 145, 156, 161, 166, 167, 168, 171, 172, 175, 176, 177, 180
1.7 Recount experiences in a logical sequence.	<b>Instructor’s Guide:</b> 1, 7, 22, 25, 42, 62, 65, 102, 105, 122, 142, 145, 167
1.8 Retell stories, including characters, setting, and plot.	<b>Instructor’s Guide:</b> 1, 2, 28, 36, 37, 40, 51, 66, 71, 72, 75, 77, 80, 82, 85, 86, 87, 88, 92, 97, 100, 101, 102, 106, 107, 112, 116, 117, 120, 122, 127, 131, 132, 137, 138, 142, 146, 147, 151, 152, 155, 157, 160, 161, 162, 167, 171, 172, 175, 176, 177, 180
1.9 Report on a topic with supportive facts and details.	<b>Instructor’s Guide:</b> 32, 35, 72, 75, 112, 115, 152, 155, 172, 175

**C O N T E N T   S T A N D A R D   2 . 0**

**2.0 Speaking Applications (Genres and Their Characteristics)**

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

<b>Grade Two English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 2</b>
2.1 Recount experiences or present stories: Move through a logical sequence of events. Describe story elements (e.g., characters, plot, setting).	<b>Instructor’s Guide:</b> 1, 2, 22, 25, 37, 40, 42, 62, 65, 76, 77, 117, 102, 105, 120, 142, 145, 157, 160, 167, 177, 180
2.2 Report on a topic with facts and details, drawing from several sources of information.	<b>Instructor’s Guide:</b> 32, 35, 72, 75, 112, 115, 151, 152, 155, 172, 175



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correlated to  
California English-Language Arts Content Standards:  
Reading, Grade 3**

**C O N T E N T   S T A N D A R D   1 . 0**

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

*Decoding and Word Recognition*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	<b>Instructor’s Guide:</b> 9, 49, 74, 99, 139
1.2 Decode regular multisyllabic words.	<b>Instructor’s Guide:</b> 4, 9, 18, 23, 24, 33, 34, 39, 44, 49, 53, 54, 59, 63, 64, 69, 74, 79, 83, 84, 93, 94, 99, 104, 109, 114, 124, 129, 134, 139, 143, 144, 149, 153, 154, 159, 164, 169, 173, 174, 179
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<b>Instructor’s Guide:</b> 1, 6, 11, 16, 21, 27, 31, 46, 47, 51, 56, 61, 66, 71, 76, 81, 86, 88, 91, 96, 101, 111, 116, 120, 126, 131, 133, 136, 141, 145, 146, 151, 156, 161, 166, 171, 176

*Vocabulary and Concept Development*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	<b>Instructor’s Guide:</b> 3, 24, 33, 34, 38, 39, 43, 48, 53, 58, 64, 68, 69, 78, 93, 98, 103, 123, 144, 149, 178
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/ mammal/ animal/ living things</i> ).	<b>Instructor’s Guide:</b> 18, 78, 138
1.6 Use sentence and word context to find the meaning of unknown words.	<b>Instructor’s Guide:</b> 13, 18, 22, 25, 38, 67, 70, 73, 88, 108, 113, 119, 127, 130, 176, 177, 180

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.7 Use a dictionary to learn the meaning and other features of unknown words.	<b>Instructor's Guide:</b> 28, 43, 48, 58, 68, 78, 79, 88, 118, 177
1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	<b>Instructor's Guide:</b> 4, 9, 18, 19, 23, 24, 29, 33, 34, 39, 44, 45, 49, 53, 54, 58, 59, 63, 64, 69, 73, 74, 79, 83, 84, 93, 94, 98, 99, 100, 104, 109, 113, 114, 118, 124, 129, 133, 134, 138, 139, 143, 144, 149, 150, 153, 154, 158, 159, 164, 165, 169, 173, 174, 179

## C O N T E N T   S T A N D A R D   2 . 0

### 2.0 Reading Comprehension

#### *Structural Features of Informational Materials*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	<b>Instructor's Guide:</b> 1-180

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	<b>Instructor's Guide:</b> 5, 10, 15, 20, 23, 30, 31, 33, 35, 40, 42, 47, 50, 52, 55, 60, 65, 67, 70, 75, 80, 85, 90, 91, 95, 105, 110, 115, 120, 125, 131, 135, 140, 145, 150, 155, 160, 170, 175, 180
2.3 Demonstrate comprehension by identifying answers in the text.	<b>Instructor's Guide:</b> 2, 12, 16, 22, 23, 31, 35, 42, 52, 57, 67, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 132, 137, 147, 152, 157, 162, 167, 172, 175, 177
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	<b>Instructor's Guide:</b> 2, 5, 42, 82, 85, 122
2.5 Distinguish the main idea and supporting details in expository text.	<b>Instructor's Guide:</b> 32, 35, 42, 72, 75, 112, 115, 155, 157, 172, 175
2.6 Extract appropriate and significant information from the text, including problems and solutions.	<b>Instructor's Guide:</b> 20, 31, 35, 97, 102, 111, 112, 136, 140, 150, 155, 156, 162, 166, 171, 172, 175, 176
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	<b>Instructor's Guide:</b> 11, 12, 31, 71, 145

**C O N T E N T   S T A N D A R D   3 . 0****3.0 Literary Response and Analysis***Structural Features of Literature*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	<b>Instructor's Guide:</b> 1, 2, 6, 7, 11, 12, 16, 20, 21, 22, 26, 27, 31, 32, 36, 37, 41, 46, 51, 56, 61, 62, 66, 72, 76, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 126, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177

*Narrative Analysis of Grade-Level-Appropriate Text*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	<b>Instructor's Guide:</b> 17, 20, 36, 37, 61, 65, 76, 116, 117, 120, 156
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	<b>Instructor's Guide:</b> 11, 26, 37, 40, 41, 51, 66, 72, 77, 80, 81, 86, 92, 97, 107, 110, 112, 117, 120, 145, 160
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	<b>Instructor's Guide:</b> 20, 22, 37, 47, 56, 60, 77, 92, 95, 97, 102, 106, 111, 112, 116, 117, 145, 150, 155, 160, 162, 171, 172, 175
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	<b>Instructor's Guide:</b> 4, 9, 26, 27, 49, 67, 68, 109, 129
3.6 Identify the speaker or narrator in a selection.	<b>Instructor's Guide:</b> 11, 12, 21, 26, 31, 36, 51, 56, 72, 76, 77, 81, 86, 91, 96, 117, 131, 145, 156

**Writing, Grade 3****C O N T E N T   S T A N D A R D   1 . 0****1.0 Writing Strategies***Organization and Focus*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.1 Create a single paragraph: <ul style="list-style-type: none"> <li>a. Develop a topic sentence.</li> <li>b. Include simple supporting facts and details.</li> </ul>	<b>Instructor's Guide:</b> 3, 6, 7, 9, 13, 14, 23, 25, 28, 30, 31, 32, 35, 37, 38, 42, 44, 46, 47, 54, 60, 61, 62, 68, 72, 75, 76, 77, 86, 92, 96, 107, 109, 112, 113, 114, 115, 117, 121, 122, 130, 149, 152, 156, 158, 160, 162, 164, 166, 167, 168, 170, 171, 172, 175

**Penmanship**

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	<b>Instructor's Guide:</b> 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179

**Research**

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	<b>Instructor's Guide:</b> 43, 48

**Evaluation and Revision**

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	<b>Instructor's Guide:</b> 23

**C O N T E N T   S T A N D A R D   2 . 0****2.0 Writing Applications (Genres and Their Characteristics)**

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
2.1 Write narratives: <ul style="list-style-type: none"> <li>a. Provide a context within which an action takes place.</li> <li>b. Include well-chosen details to develop the plot.</li> <li>c. Provide insight into why the selected incident is memorable.</li> </ul>	<b>Instructor's Guide:</b> 14, 28, 37, 40, 42, 47, 67, 68, 72, 75, 77, 86, 96, 107, 112, 115, 117, 120, 152, 162,
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	<b>Instructor's Guide:</b> 6, 10, 31, 107, 112, 115
2.3 Write personal and formal letters, thank-you notes, and invitations: <ul style="list-style-type: none"> <li>a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.</li> <li>b. Include the date, proper salutation, body, closing, and signature.</li> </ul>	<b>Instructor's Guide:</b> 3, 6, 7, 82, 86, 87

# Written and Oral English Language Conventions, Grade 3

## C O N T E N T   S T A N D A R D   1 . 0

### 1.0 Written and Oral English Language Conventions

#### *Sentence Structure*

Grade Three English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 3
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	<b>Instructor's Guide:</b> 166, 178

#### *Grammar*

Grade Three English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 3
1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	<b>Instructor's Guide:</b> 8, 19, 13, 33, 45, 53, 73, 79, 83, 89, 93, 100, 109, 113, 119, 123, 133, 138, 143, 148, 153, 158, 163, 173, 174, 178
1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.	<b>Instructor's Guide:</b> 13, 18, 33, 55, 93, 99, 113, 133, 153, 159, 163, 173
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.	<b>Instructor's Guide:</b> 13, 33, 53, 93, 113, 133, 153, 163, 173

#### *Punctuation*

Grade Three English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 3
1.5 Punctuate dates, city and state, and titles of books correctly.	<b>Instructor's Guide:</b> 6, 11, 23, 31, 51, 96, 111, 121, 131, 141, 166
1.6 Use commas in dates, locations, and addresses and for items in a series.	<b>Instructor's Guide:</b> 6, 23, 31, 51, 96, 111, 121, 131, 141, 166, 176

#### *Capitalization*

Grade Three English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 3
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.	<b>Instructor's Guide:</b> 6, 11, 23, 31, 51, 96, 111, 131, 141, 166, 176

## Spelling

Grade Three English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 3
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., <i>hair-hare</i> ).	<b>Instructor's Guide:</b> 3, 4, 9, 13, 19, 24, 29, 33, 34, 38, 39, 43, 44, 45, 49, 53, 54, 59, 63, 64, 69, 74, 79, 83, 84, 89, 94, 98, 99, 100, 103, 104, 109, 114, 119, 123, 124, 129, 134, 139, 143, 144, 149, 154, 159, 164, 169, 174, 178
1.9 Arrange words in alphabetic order.	<b>Instructor's Guide:</b> 78, 138, 158, 178

## Listening and Speaking, Grade 3

### CONTENT STANDARD 1.0

#### 1.0 Written and Oral English Language Conventions

### Comprehension

Grade Three English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 3
1.1 Retell, paraphrase, and explain what has been said by a speaker.	<b>Instructor's Guide:</b> 31, 51, 56, 91, 96, 112, 116, 117, 122, 141, 155, 157, 160, 172, 175
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.	<b>Instructor's Guide:</b> 7, 10, 47, 50, 51, 82, 85, 87, 90, , 107, 110, 176
1.3 Respond to questions with appropriate elaboration.	<b>Instructor's Guide:</b> 15, 21, 23, 31, 33, 35, 36, 42, 50, 52, 56, 70, 75, 80, 91, 96, 131, 135, 175
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	<b>Instructor's Guide:</b> 4, 9, 41, 49, 61, 67, 84, 109, 123, 126, 129, 144, 150, 156,

### Organization and Delivery of Oral Communication

Grade Three English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 3
1.5 Organize ideas chronologically or around major points of information.	<b>Instructor's Guide:</b> 17, 20, 57, 62, 97, 102, 142, <b>160</b> , <b>161</b> , 162, 166
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	<b>Instructor's Guide:</b> 32, 72, 112, 115, 152, 161, 172
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	<b>Instructor's Guide:</b> 18, 26, 30, 31, 51, 67, 71, 76, 81, 91, 101, 147, extend vocabulary

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	<b>Instructor's Guide:</b> 20, 27, 44, 107, 110, 147, 168
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	<b>Instructor's Guide:</b> 1, 6, 11, 16, 21, 26, 28, 30, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176

*Analysis and Evaluation of Oral and Media Communications*

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
1.10 Compare ideas and points of view expressed in broadcast and print media.	<b>Instructor's Guide:</b> 3, 12, 15, 52, 55, 92, 132
1.11 Distinguish between the speaker's opinions and verifiable facts.	<b>Instructor's Guide:</b> 91, 96, 137, 167, 170

**C O N T E N T   S T A N D A R D   2 . 0**  
**2.0 Speaking Applications (Genres and Their Characteristics)**

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

<b>Grade Three English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 3</b>
2.1 Make brief narrative presentations: <ul style="list-style-type: none"> <li>a. Provide a context for an incident that is the subject of the presentation.</li> <li>b. Provide insight into why the selected incident is memorable.</li> <li>c. Include well-chosen details to develop character, setting, and plot.</li> </ul>	<b>Instructor's Guide:</b> 13, 26, 27, 37, 40, 41, 44, 47, 51, 61, 62, 77, 80, 81, 82, 96, 112, 115, 116, 117, 120, 160, 161, 176
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	<b>Instructor's Guide:</b> 11, 12, 21, 26, 27, 28, 31, 36, 41, 44, 46, 51, 58, 61, 62, 66, 68, 81, 82, 85, 101, 107, 116, 117, 126, 131, 146, 147, 156, 168, 176
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	<b>Instructor's Guide:</b> 20, 27, 30, 41, 44, 67, 68, 81, 85, 107, 112, 115, 147, 157, 168, 176

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**correlated to**  
**California English-Language Arts Content Standards:**  
**Reading, Grade 4**

**C O N T E N T   S T A N D A R D   1 . 0**

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

***Word Recognition***

Grade Four English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 4
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	<b>Instructor’s Guide:</b> 1, 6, 11, 16, 21, 27, 31, 46, 51, 56, 61, 66, 71, 76, 81, 86, 88, 91, 101, 111, 116, 120, 126, 131, 133, 136, 141, 145, 146, 151, 156, 161, 166, 171, 176

***Vocabulary and Concept Development***

Grade Four English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 4
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	<b>Instructor’s Guide:</b> 3, 38, 54, 63, 98, 108, 118, 143, 168, 173, 178
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	<b>Instructor’s Guide:</b> 14, 29, 38, 44, 54, 74, 75, 93, 104, 113, 119, 134, 135, 149, 153, 179
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i> ).	<b>Instructor’s Guide:</b> 4, 9, 23, 24, 33, 34, 38, 39, 44, 49, 53, 54, 59, 63, 64, 69, 74, 79, 83, 84, 93, 94, 99, 104, 109, 113, 114, 124, 129, 134, 139, 143, 144, 149, 153, 154, 159, 164, 169, 173, 174, 179
1.5 Use a thesaurus to determine related words and concepts.	<b>Instructor’s Guide:</b> 3, 38, 49, 54, 58, 59, 63, 73, 83, 84, 98, 103, 106, 123, 138, 143, 158, 163, 173, 174 (glossary, dictionary, thesaurus)
1.6 Distinguish and interpret words with multiple meanings.	<b>Instructor’s Guide:</b> 33

**C O N T E N T   S T A N D A R D   2 . 0****2.0 Reading Comprehension*****Structural Features of Informational Materials***

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	<b>Instructor’s Guide:</b> 22, 25, 37, 40, 52, 55, 67, 70, 77, 80, 97, 100, 112, 115, 137, 140, 147, 150, 157, 160, 172, 175

***Comprehension and Analysis of Grade-Level-Appropriate Text***

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	<b>Instructor’s Guide:</b> 32, 35, 82, 85, 107, 110, 116, 121, 152
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	<b>Instructor’s Guide:</b> 2, 5, 12, 15, 27 42, 82, 85, 122
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	<b>Instructor’s Guide:</b> 7, 10, 27, 30, 72, 167, 170, 177
2.5 Compare and contrast information on the same topic after reading several passages or articles.	<b>Instructor’s Guide:</b> 77, 80, 157, 160
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	<b>Instructor’s Guide:</b> 17, 20, 22, 25, 47, 50, 52, 102, 105, 112, 115, 142, 145, 147, 150

**C O N T E N T   S T A N D A R D   3 . 0****3.0 Literary Response and Analysis*****Structural Features of Literature***

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	<b>Instructor’s Guide:</b> 57, 60

*Narrative Analysis of Grade-Level-Appropriate Text*

Grade Four English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 4
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	<b>Instructor’s Guide:</b> 22, 25, 37, 40, 52, 55, 62, 65, 70, 97, 110, 112, 117, 120, 137, 140, 142, 145, 147, 150, 157, 167, 170, 177, 180
3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	<b>Instructor’s Guide:</b> 10, 20, 25, 26, 30, 31, 32, 35, 36, 37, 40, 42, 45, 46, 47, 50, 51, 52, 55, 56, 57, 60, 61, 62, 65, 66, 67, 70, 71, 72, 76, 80, 81, 82, 85, 86, 87, 90, 91, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 125, 126, 127, 130, 131, 132, 135, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 160, 161, 162, 165, 166, 167, 170, 171, 172, 175, 176, 177, 180
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	<b>Instructor’s Guide:</b> 77, 80, 157, 160
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	<b>Instructor’s Guide:</b> 16, 21, 46, 118, 126, 131, 132

## Writing, Grade 4

### CONTENT STANDARD 1.0

#### 1.0 Writing Strategies

*Organization and Focus*

Grade Four English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 4
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	<b>Instructor’s Guide:</b> 32, 75, 76, 77, 82, 87, 88, 91, 92, 99, 114, 117, 120, 121, 122, 137, 149, 152, 156, 158, 160, 162, 164, 166, 167, 170, 171, 172, 175, 180
1.2 Create multiple-paragraph compositions: <ul style="list-style-type: none"> <li>a. Provide an introductory paragraph.</li> <li>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</li> <li>c. Include supporting paragraphs with simple facts, details, and explanations.</li> <li>d. Conclude with a paragraph that summarizes the points.</li> <li>e. Use correct indentation.</li> </ul>	<b>Instructor’s Guide:</b> 3, 6, 7, 9, 13, 14, 23, 25, 28, 30, 32, 35, 37, 38, 44, 46, 47, 54, 60, 61, 62, 68, 72, 75, 76, 77, 86, 92, 109, 113, 114, 117, 121, 122, 130, 149, 152, 156, 158, 160, 162, 164, 166, 167, 168, 170, 171, 172, 175

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	<b>Instructor's Guide:</b> 22, 25, 37, 40, 52, 55, 62, 77, 80, 97, 100, 102, 112, 115, 137, 140, 142, 147, 150, 157, 160

**Research**

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	<b>Instructor's Guide:</b> 106

**Evaluation and Revision**

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	<b>Instructor's Guide:</b> 3, 4, 8, 9, 13, 18, 22, 23, 33, 34, 38, 43, 53, 79, 99, 100, 104, 109, 113, 127, 128, 148, 149, 150, 159, 164, 165, 174, 177

**C O N T E N T S T A N D A R D 2 . 0**

**2.0 Writing Applications (Genres and Their Characteristics)**

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.	<b>Instructor's Guide:</b> 2, 5, 20, 25, 26, 30, 31, 36, 41, 42, 45, 46, 56, 57, 60, 62, 66, 67, 75, 77, 78, 81, 85, 86, 87, 88, 90, 94, 100, 102, 103, 104, 105, 110, 111, 112, 117, 120, 122, 124, 127, 128, 132, 135, 145, 146, 148, 149, 152, 157, 161, 162, 166, 168, 170, 172, 174, 175, 176, 177, 180
2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge.	<b>Instructor's Guide:</b> 2, 6, 7, 11, 20, 21, 25, 26, 30, 31, 32, 35, 36, 37, 40, 42, 45, 46, 47, 50, 51, 52, 55, 56, 57, 60, 61, 62, 65, 66, 67, 70, 71, 72, 76, 80, 81, 82, 85, 86, 87, 90, 91, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 130, 131, 135, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 160, 161, 162, 165, 166, 167, 170, 171, 172, 175, 177, 180

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	<b>Instructor's Guide:</b> 51, 62, 77, 80, 82, 91, 102, 111, 116, 117, 120, 125, 131, 136, 151, 152, 166, 170, 171, 175
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	<b>Instructor's Guide:</b> 2, 5, 42, 45, 62, 65, 127, 130, 132

## Written and Oral English Language Conventions, Grade 4

### CONTENT STANDARD 1.0 1.0 Written and Oral English Language Conventions

#### *Sentence Structure*

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.1 Use simple and compound sentences in writing and speaking.	<b>Instructor's Guide:</b> 4, 14, 15, 44, 49, 64, 79, 85, 179

#### *Grammar*

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	<b>Instructor's Guide:</b> 13, 33, 43, 54, 58, 73, 78, 83, 93, 98, 113, 123, 133, 153, 158, 163, 173

#### *Punctuation*

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	<b>Instructor's Guide:</b> 1, 6, 10, 11, 20, 26, 27, 30, 31, 41, 51, 56, 61, 71, 81, 91, 121, 136, 141, 146, 166, 170, 176
1.5 Use underlining, quotation marks, or italics to identify titles of documents.	<b>Instructor's Guide:</b> 2, 111

### *Capitalization*

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	<b>Instructor's Guide:</b> 2, 111

### *Spelling*

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	<b>Instructor's Guide:</b> 14, 23, 24, 29, 33, 44, 45, 59, 64, 73, 74, 75, 83, 93, 103, 104, 109, 113, 119, 124, 134, 135, 139, 149, 153, 154, 155, 158, 164, 169, 179, 180

## **Listening and Speaking, Grade 4**

### **CONTENT STANDARD 1.0**

#### **1.0 Written and Oral English Language Conventions**

### *Comprehension*

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	<b>Instructor's Guide:</b> 71, 76, 152, 155, 157, 160, 172, 175
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	<b>Instructor's Guide:</b> 2, 5, 42, 45, 62, 65, 132, 155, 157, 160, 172, 175
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	<b>Instructor's Guide:</b> 118, 178
1.4 Give precise directions and instructions.	<b>Instructor's Guide:</b> 175

### *Organization and Delivery of Oral Communication*

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	<b>Instructor's Guide:</b> 2, 5, 12, 15, 42, 45, 62, 65, 87, 90, 92, 95, 117, 120, 132, 162, 165
1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).	<b>Instructor's Guide:</b> 22, 25, 37, 40, 52, 55, 67, 70, 77, 80, 97, 100, 112, 115, 137, 140, 147, 150, 157, 160, 172, 175

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	<b>Instructor's Guide:</b> 2, 5, 7, 27, 32, 42, 45, 57, 62, 65, 67, 132
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.	<b>Instructor's Guide:</b> 2, 5, 42, 45, 62, 65, 132
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	<b>Instructor's Guide:</b> 1, 6, 11, 16, 21, 27, 31, 46, 51, 56, 61, 66, 71, 76, 81, 86, 88, 91, 101, 111, 116, 120, 126, 131, 133, 136, 141, 145, 146, 151, 156, 161, 166, 171, 176

***Analysis and Evaluation of Oral and Media Communications***

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	<b>Instructor's Guide:</b> 62, 82, 170, 171

**C O N T E N T   S T A N D A R D   2 . 0**

**2.0 Speaking Applications (Genres and Their Characteristics)**

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

<b>Grade Four English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 4</b>
2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable.	<b>Instructor's Guide:</b> 26, 31, 36, 42, 46, 56, 66, 71, 76, 86, 96, 141, 146, 166
2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio).	<b>Instructor's Guide:</b> 101, 106, 26, 131, 151
2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	<b>Instructor's Guide:</b> 2, 5, 42, 45, 62, 65, 127, 130, 132

<p align="center"><b>Grade Four English-language Arts Content Standards</b></p>	<p align="center"><b>Afterschool Achievers: Reading Club, Grade 4</b></p>
<p>2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</p>	<p><b>Instructor's Guide:</b> 21, 116, 121</p>



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## CONTENT STANDARD 1.0

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

#### Word Recognition

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<b>Instructor's Guide:</b> 1, 6, 11, 16, 21, 26, 27, 31, 36, 46, 51, 56, 61, 66, 71, 76, 81, 86, 88, 91, 96, 101, 106, 111, 116, 120, 121, 126, 131, 133, 136, 141, 145, 146, 151, 156, 161, 166, 171, 176

#### Vocabulary and Concept Development

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
1.2 Use word origins to determine the meaning of unknown words.	<b>Instructor's Guide:</b> 4, 9, 15, 22, 24, 28, 33, 34, 38, 43, 44, 48, 49, 53, 54, 59, 60, 63, 64, 68, 69, 74, 78, 79, 83, 86, 88, 89, 90, 93, 94, 98, 99, 103, 104, 108, 109, 110, 113, 114, 119, 123, 124, 128, 129, 133, 134, 135, 139, 143, 144, 148, 149, 153, 154, 158, 159, 162, 164, 165, 168, 169, 173, 174, 178, 179
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	<b>Instructor's Guide:</b> 3, 38, 58, 63, 83, 98, 103, 123, 138, 143, 158, 163, 173
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).	<b>Instructor's Guide:</b> 74, 89, 109, 119, 134, 149, 159, 164, 178
1.5 Understand and explain the figurative and metaphorical use of words in context.	<b>Instructor's Guide:</b> 147, 150

**C O N T E N T   S T A N D A R D   2 . 0****2.0 Reading Comprehension*****Structural Features of Informational Materials***

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	<b>Instructor's Guide:</b> 1-180
2.2 Analyze text that is organized in sequential or chronological order.	<b>Instructor's Guide:</b> 22, 25, 62, 65, 142, 145, 167, 170

***Comprehension and Analysis of Grade-Level-Appropriate Text***

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	<b>Instructor's Guide:</b> 32, 35, 72, 75, 112, 115, 152, 155, 172, 175
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<b>Instructor's Guide:</b> 67, 70, 102, 105

***Expository Critique***

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
2.5 Distinguish facts, supported inferences, and opinions in text.	<b>Instructor's Guide:</b> 42, 45, 67, 70, 102, 105, 122, 125

**C O N T E N T   S T A N D A R D   3 . 0****3.0 Literary Response and Analysis*****Structural Features of Literature***

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	<b>Instructor's Guide:</b> 1, 6, 10, 11, 15, 16, 20, 21, 22, 25, 26, 30, 31, 32, 35, 36, 37, 40, 41, 42, 45, 46, 47, 50, 51, 52, 55, 56, 57, 60, 61, 62, 65, 66, 67, 70, 71, 72, 76, 80, 81, 82, 85, 86, 87, 90, 91, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 125, 126, 127, 130, 131, 132, 135, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167, 170, 171, 172, 175, 176, 177, 180

***Narrative Analysis of Grade-Level-Appropriate Text***

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	<b>Instructor’s Guide:</b> 22, 25, 37, 40, 62, 65, 77, 80, 117, 120, 142, 145, 157, 160, 167, 170, 177, 180
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	<b>Instructor’s Guide:</b> 1, 2, 10, 11, 20, 21, 22, 25, 26, 30, 31, 32, 35, 36, 37, 40, 42, 45, 46, 47, 50, 51, 52, 55, 56, 57, 60, 61, 62, 65, 66, 67, 70, 71, 72, 76, 77, 80, 81, 82, 85, 86, 87, 90, 91, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 125, 126, 127, 130, 131, 132, 135, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167, 170, 171, 172, 175, 176, 177, 180
3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	<b>Instructor’s Guide:</b> 37, 40, 77, 80, 92, 95, 120, 127, 130, 177, 180
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	<b>Instructor’s Guide:</b> 27, 107, 150

***Literary Criticism***

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	<b>Instructor’s Guide:</b> 36, 61, 65, 76, 156
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	<b>Instructor’s Guide:</b> 26, 30, 41, 42, 56, 61, 66, 76, 77, 80, 81, 86, 87, 88, 91, 96, 97, 100, 102, 105, 106, 107, 111, 112, 116, 117, 120, 121, 125, 126, 127, 128, 130, 131, 132, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 157, 159, 160, 161, 166, 167, 170, 171, 172, 175, 176, 177, 180

# Writing, Grade 5

## CONTENT STANDARD 1.0

### 1.0 Writing Strategies

#### *Organization and Focus*

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
1.1 Create multiple-paragraph narrative compositions: <ol style="list-style-type: none"> <li>Establish and develop a situation or plot.</li> <li>Describe the setting.</li> <li>Present an ending.</li> </ol>	<b>Instructor's Guide:</b> 22, 25, 36, 37, 40, 50, 61, 62, 65, 66, 67, 71, 76, 77, 81, 80, 86, 88, 96, 97, 100, 101, 106, 111, 116, 117, 120, 121, 126, 131, 141, 142, 145, 146, 151, 156, 157, 160, 161, 166, 167, 170, 176, 177, 180
1.2 Create multiple-paragraph expository compositions: <ol style="list-style-type: none"> <li>Establish a topic, important ideas, or events in sequence or chronological order</li> <li>Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</li> <li>Offer a concluding paragraph that summarizes important ideas and details.</li> </ol>	<b>Instructor's Guide:</b> 31, 32, 42, 45, 46, 51, 56, 57, 71, 88, 91, 96, 97, 111, 112, 116, 122, 125, 127, 136, 151, 152, 157, 166, 167, 171

#### *Research and Technology*

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	<b>Instructor's Guide:</b> 51, 117
1.5 Use a thesaurus to identify alternative word choices and meanings.	<b>Instructor's Guide:</b> 3, 38, 49, 54, 58, 59, 63, 73, 83, 84, 98, 103, 123, 138, 143, 158, 163, 173, 174 (synonyms and antonyms)

#### *Evaluation and Revision*

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	<b>Instructor's Guide:</b> 23

## CONTENT STANDARD 2.0

### 2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story.	<b>Instructor's Guide:</b> 22, 25, 36, 37, 40, 50, 61, 62, 65, 66, 67, 71, 76, 77, 81, 80, 86, 88, 96, 97, 100, 101, 106, 111, 116, 117, 120, 121, 126, 131, 141, 142, 145, 146, 151, 156, 157, 160, 161, 166, 167, 170, 176, 177, 180
2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding.	<b>Instructor's Guide:</b> 2, 7, 11, 17, 21, 26, 32, 35, 37, 41, 52, 66, 67, 70, 76, 77, 82, 87, 111, 117, 122, 136, 142, 146, 157, 162, 167, 172, 177
2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.	<b>Instructor's Guide:</b> 50, 117
2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.	<b>Instructor's Guide:</b> 42, 45, 46, 50, 71, 88, 97, 122, 125, 166

## Written and Oral English Language Conventions, Grade 5

### CONTENT STANDARD 1.0

#### 1.0 Written and Oral English Language Conventions

##### Grammar

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i> ), modifiers, and pronouns.	<b>Instructor's Guide:</b> 8, 23, 33, 53, 73, 93, 113, 133, 153, 163, 173

### *Punctuation*

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	<b>Instructor's Guide:</b> 6, 23, 31, 96, 131, 141

### *Capitalization*

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
1.4 Use correct capitalization.	<b>Instructor's Guide:</b> 6, 23, 31, 96, 131, 141

### *Spelling*

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	<b>Instructor's Guide:</b> 4, 14, 19, 24, 29, 34, 39, 43, 44, 49, 54, 58, 59, 60, 63, 64, 69, 74, 79, 83, 84, 89, 90, 94, 99, 103, 104, 109, 110, 114, 119, 123, 124, 129, 134, 135, 139, 143, 144, 149, 153, 154, 158, 159, 164, 174, 179

## **Listening and Speaking, Grade 5**

### **CONTENT STANDARD 1.0**

#### **1.0 Written and Oral English Language Conventions**

### *Comprehension*

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
1.1 Ask questions that seek information not already discussed.	<b>Instructor's Guide:</b> 61, 106, 136
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	<b>Instructor's Guide:</b> 27, 36, 76, 78, 118, 147, 150
1.3 Make inferences or draw conclusions based on an oral report.	<b>Instructor's Guide:</b> 5, 7, 10, 20, 30, 35, 40, 45, 55, 67, 70, 75, 80, 90, 100, 105, 107, 110, 120, 125, 130, 135, 140, 150, 155, 160, 170, 175

### ***Organization and Delivery of Oral Communication***

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
1.4 Select a focus, organizational structure, and point of view for an oral presentation.	<b>Instructor's Guide:</b> 12, 46, 55, 65, 71, 78, 81, 87, 88, 90, 105, 111, 115, 128, 142, 146, 152, 175
1.5 Clarify and support spoken ideas with evidence and examples.	<b>Instructor's Guide:</b> 32, 35, 42, 71, 122, 125
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	<b>Instructor's Guide:</b> 1, 6, 11, 16, 21, 27, 31, 46, 51, 56, 61, 66, 71, 76, 81, 86, 88, 91, 101, 111, 116, 120, 126, 131, 133, 136, 141, 145, 146, 151, 156, 161, 166, 171, 176

### ***Analysis and Evaluation of Oral and Media Communications***

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.	<b>Instructor's Guide:</b> 42, 45, 46, 50, 71, 88, 97, 122, 125, 166
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<b>Instructor's Guide:</b> 50, 117, 171

## **C O N T E N T   S T A N D A R D   2 . 0**

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

<b>Grade Five English-language Arts Content Standards</b>	<b>Afterschool Achievers: Reading Club, Grade 5</b>
2.1 Deliver narrative presentations: <ol style="list-style-type: none"> <li>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</li> <li>b. Show, rather than tell, the listener what happens.</li> </ol>	<b>Instructor's Guide:</b> 36, 45, 46, 50, 61, 66, 67, 71, 76, 86, 88, 97, 101, 121, 126, 131, 141, 146, 156, 161, 176, 177
2.2 Deliver informative presentations about an important idea, issue, or event by the following means: <ol style="list-style-type: none"> <li>a. Frame questions to direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ol>	<b>Instructor's Guide:</b> 31, 32, 42, 45, 46, 51, 56, 57, 71, 88, 91, 96, 97, 111, 112, 116, 122, 125, 127, 136, 151, 152, 157, 166, 167, 171

Grade Five English-language Arts Content Standards	Afterschool Achievers: Reading Club, Grade 5
<p>2.2 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> <li>a. Summarize significant events and details.</li> <li>b. Articulate an understanding of several ideas or images communicated by the literary work.</li> <li>c. Use examples or textual evidence from the work to support conclusions.</li> </ul>	<p><b>Instructor's Guide:</b> 2, 7, 11, 17, 21, 26, 32, 35, 37, 41, 52, 66, 67, 70, 76, 77, 82, 87, 111, 117, 122, 136, 142, 146, 157, 162, 167, 172, 177</p>



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