

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard			
			Primary Citations	Supporting Citations	Y	N		
DOMAIN		READING						
STRAND		WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT						
		Substrand: Concepts About Print						
1	1.1	Match oral words to printed words.	Teacher's Edition (TE): 7, 14, 21, 28, 38, 46, 76, 81, 87, 98, 104, 111, 120, 128, 136, 142, 150, 160, 166, 173, 178, 196, 203, 210, 217, 224, 232, 242, 249, 269, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362					
1	1.2	Identify the title and author of a reading selection.	TE: 81, 98, 104, 110, 120, 128, 136, 150, 160, 166, 172, 178, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362	TE: 6, 14, 20, 28, 37, 45, 54, 62, 68, 75, 87, 98, 142, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268				
1	1.3	Identify letters, words, and sentences.	TE: 14, 43, 52, 107, 182					
		Substrand: Phonemic Awareness						
1	1.4	Distinguish initial, medial, and final sounds in single-syllable words.						
1	1.5	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)		TE: 126, 148				
1	1.6	Create and state a series of rhyming words, including consonant blends.	TE: 291					
1	1.7	Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an)	TE: 291					
1	1.8	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).						
1	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).						
		Substrand: Decoding and Word Recognition						

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
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.	TE: 126, 134, 140, 148, 158, 164, 170, 176, 184			
1	1.11	Read common, irregular sight words (e.g., the, have, said, come, give, of).	TE: 126, 148, 170			
1	1.12	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	TE: 126, 134, 140, 148, 158, 164, 170, 176, 184			
1	1.13	Read compound words and contractions.	TE: 12, 18, 91, 101, 158, 208, 306, 352			
1	1.14	Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	TE: 35, 43, 52, 60, 66, 73, 79, 92, 102, 108, 118			
1	1.15	Read common word families (e.g., -ite, -ate).				
1	1.16	Read aloud with fluency in a manner that sounds like natural speech.	TE: 13, 19, 27, 36, 43, 53, 61, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 231, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369			
2	1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	TE: 126, 134, 140, 148, 158, 164, 170, 176, 184			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
2	1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).	TE: 85, 200, 208, 214, 222, 230, 240, 246, 254, 260, 266, 276, 286, 292, 300, 306, 312, 320, 330			
2	1.3	Decode two-syllable nonsense words and regular multisyllable words.	TE: 12, 18, 85, 91, 101, 158, 208, 306, 352, 200, 208, 214, 222, 230, 240, 246, 254, 260, 266, 276, 286, 292, 300, 306, 312, 320, 330			
2	1.4	Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).				
2	1.5	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	TE: 26, 35, 43			
2	1.6	Read aloud fluently and accurately and with appropriate intonation and expression.	TE: 13, 19, 27, 36, 43, 53, 61, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 231, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369			
3	1.1	Know and use complex word families when reading (e.g., - ight) to decode unfamiliar words.				

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard	
			Primary Citations	Supporting Citations	Y	N
3	1.2	Decode regular multisyllabic words.	TE: 12, 18, 85, 91, 101, 158, 208, 306, 352, 200, 208, 214, 222, 230, 240, 246, 254, 260, 266, 276, 286, 292, 300, 306, 312, 320, 330			
3	1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	TE: 13, 19, 27, 36, 43, 53, 61, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 231, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369			
Substrand: Word Recognition						

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard	
			Primary Citations	Supporting Citations	Y	N
4	1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	TE: 13, 19, 27, 36, 43, 53, 61, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 231, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369			
5	1.1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	TE: 13, 19, 27, 36, 43, 53, 61, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 231, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
6	1.1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	TE: 13, 19, 27, 36, 43, 53, 61, 66, 74, 80, 86, 93, 103, 109, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184, 194, 201, 209, 215, 223, 231, 240, 246, 255, 260, 266, 276, 287, 292, 300, 307, 313, 320, 330, 339, 345, 352, 360, 369			
Substrand: Vocabulary and Concept Development						
1	1.17	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	TE: 26, 175			
2	1.7	Understand and explain common antonyms and synonyms.	TE: 49-50, 65, 115, 139, 240, 252-253, 298			
2	1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	TE: 12, 18, 91, 101, 158, 208, 306, 352			
2	1.9	Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	TE: 126, 154, 169, 170, 184, 227-228, 273, 276, 326			
2	1.10	Identify simple multiple-meaning words.	TE: 17, 42, 79, 84, 285, 286, 305, 343			
3	1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	TE: 17, 42, 49-50, 58, 60, 65, 79, 84, 115, 139, 206, 240, 252-253, 285, 286, 298, 305, 343			
3	1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).	TE: 65, 140, 252, 254			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

**Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption**

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
3	1.6	Use sentence and word context to find the meaning of unknown words.	TE: 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359			
3	1.7	Use a dictionary to learn the meaning and other features of unknown words.	TE: 163	TE: 259		
3	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.	TE: 126, 154, 169, 170, 184, 227-228, 273, 276, 326			
4	1.2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	TE: 49-50, 65, 78, 115, 118, 126, 132, 139, 184, 199, 240, 252-253, 276, 298, 326, 330, 338, 350			
4	1.3	Use knowledge of root words to determine the meaning of unknown words within a passage.	TE: 78, 118, 126, 132, 184, 199, 276, 326, 330, 338, 350			
4	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., international).	TE: 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350			
4	1.5	Use a thesaurus to determine related words and contents.	TE: 115, 139, 140, 254, 298			
4	1.6	Distinguish and interpret words with multiple meanings.	TE: 17, 42, 79, 84, 285, 286, 305, 343			
5	1.2	Use word origins to determine the meaning of unknown words.	TE: 78, 118, 126, 132, 184, 199, 276, 326, 330, 338, 350			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
5	1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	TE: 17, 42, 49-50, 65, 79, 84, 115, 139, 240, 252-253, 285, 286, 298, 305, 343			
5	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., controversial).	TE: 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350			
5	1.5	Understand and explain the figurative and metaphorical use of words in context.	TE: 92			
6	1.2	Identify and interpret figurative language and words with multiple meanings.	TE: 17, 42, 79, 84, 285, 286, 305, 343			
6	1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	TE: 78, 118, 126, 132, 154, 169, 170, 184, 199, 227-228, 273, 276, 326, 330, 338, 350			
6	1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	TE: 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359			
6	1.5	Understand and explain "shades of meaning" in related words (e.g., softly and quietly).	TE: 65, 140, 252, 254			
STRAND		READING COMPREHENSION				
		Substrand: Structural Features of Informational Materials				
1	2.1	Identify text that uses sequence or other logical order.	TE: 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard	
			Primary Citations	Supporting Citations	Y	N
2	2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.	TE: 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362			
3	2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	TE: 6, 14, 20, 8, 37, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362			
4	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.	TE: 39, 43, 89, 92, 106, 108, 174, 176, 218, 222, 250-251, 254, 296-297, 300, 310, 342, 344, 364, 368			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

**Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption**

						Meets	
Grade	Standard #	Text of Standard	Publisher Comments		Standard		
			Primary Citations	Supporting Citations	Y	N	
5	2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	TE: 6, 45, 54, 62, 68, 75, 81, 87, 98, 104, 110, 120, 128, 136, 142, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 224, 232, 242, 248, 256, 262, 268, 282, 288, 294, 302, 308, 315, 322, 332, 340, 346, 354, 362				
5	2.2	Analyze text that is organized in sequential or chronological order.	TE: 39, 43, 106, 108, 174, 176, 218, 222				
6	2.1	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	TE: 39, 43, 89, 92, 106, 108, 364, 368				
6	2.2	Analyze text that uses the compare -and -contrast organizational pattern.					
Substrand: Comprehension and Analysis of Grade-Level-Appropriate Text							

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard		
			Primary Citations	Supporting Citations	Y	N	
1	2.2	Respond to who, what, when, where, and how questions.	TE: 10, 16-17, 24, 31, 41, 48, 57, 64-65, 70-71, 77-78, 83, 90, 100, 106-107, 114, 123, 131-132, 138-139, 145, 153-154, 162, 168-169, 174, 181, 192, 198, 205, 212, 220, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284-285, 290-291, 297, 304-305, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365				
1	2.3	Follow one-step written instructions.					
1	2.4	Use context to resolve ambiguities about word and sentence meanings.	TE: 11, 32-33, 52, 84, 124, 221, 222, 236-237, 344, 359				

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

**Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption**

				Meets		
Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
1	2.5	Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	TE: 15, 23, 31, 41, 48, 57, 77, 83, 90, 114, 123, 131, 145, 153, 181, 198, 205, 212, 220, 227, 235, 251, 272, 297, 317, 325, 335, 357, 364	TE: 7, 15, 21, 29, 38, 46, 55, 63, 69, 76, 82, 88, 99, 105, 111, 121, 129, 137, 143, 151, 161, 167, 173, 179, 191, 196, 203, 211, 217, 225, 233, 243, 249, 257, 263, 269, 283, 289, 295, 303, 309, 315, 323, 333, 341, 347, 355, 363		
1	2.6	Relate prior knowledge to textual information.	TE: 8, 22, 47, 64, 70, 99, 105, 130, 138, 152, 180, 197, 205, 212, 243, 263, 289, 316, 324, 334, 363-364			
1	2.7	Retell the central ideas of simple expository or narrative passages.	TE: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
2	2.2	State the purpose in reading (i.e., tell what information is sought).	TE: 7, 15, 21, 29, 38, 46, 55, 63, 69, 76, 82, 88, 99, 105, 111, 121, 129, 137, 143, 151, 161, 167, 173, 179, 191, 196, 203, 211, 217, 225, 233, 243, 249, 257, 263, 269, 283, 289, 295, 303, 309, 315, 323, 333, 341, 347, 355, 363			
2	2.3	Use knowledge of the author's purpose(s) to comprehend informational text.	TE: 9, 12, 40, 48, 64, 83, 106, 131, 144, 148, 162, 244, 284, 304, 349, 356			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard	
			Primary Citations	Supporting Citations	Y	N
2	2.4	Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).	TE: 8, 9, 16, 18, 47, 48, 56, 64, 70, 76, 82, 89, 100, 106, 112, 113, 122, 130, 131, 138, 144, 152, 153, 162, 168, 174, 180, 191, 197, 198, 204, 205, 211-212, 218-219, 226, 234, 235, 244, 250, 251, 258, 263-264, 270, 271, 284, 289, 290, 295-296, 303-304, 309-310, 316, 324, 325, 334, 335, 342, 348, 349, 356, 364			
2	2.5	Restate facts and details in the text to clarify and organize ideas.	TE: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305			
2	2.6	Recognize cause-and-effect relationships in a text.	TE: 16-17, 41, 138, 174, 259, 291, 349, 364			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
2	2.7	Interpret information from diagrams, charts, and graphs.	TE: 190, 195, 308, 346, 354	TE: 6, 14, 20, 28, 37, 54, 62, 68, 75, 81, 87, 104, 110, 120, 128, 136, 150, 160, 166, 172, 178, 190, 195, 202, 210, 216, 232, 248, 256, 262, 268, 282, 288, 302, 314, 322, 332, 340, 346, 354, 362		
2	2.8	Follow two-step written instructions.				
3	2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	TE: 8, 22, 47, 64, 70, 99, 105, 130, 138, 152, 180, 197, 205, 212, 243, 263, 289, 316, 324, 334, 363-364			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
3	2.3	Demonstrate comprehension by identifying answers in the text.	TE: 10, 16-17, 24, 31, 41, 48, 57, 64-65, 70-71, 77-78, 83, 90, 100, 106-107, 114, 123, 131-132, 138-139, 145, 153-154, 162, 168-169, 174, 181, 192, 198, 205, 212, 220, 227, 235-236, 244, 251, 258-259, 264-265, 272, 284-285, 290-291, 297, 304-305, 310-311, 317-318, 325, 335, 342, 349, 357-358, 364-365			
3	2.4	Recall major points in the text and make and modify predictions about forthcoming information.	TE: 122, 225	TE: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305		
3	2.5	Distinguish the main idea and supporting details in expository text.	TE: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305			
3	2.6	Extract appropriate and significant information from the text, including problems and solutions.				
3	2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	TE: 334-335			
4	2.2	Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).				

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
4	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.	TE: 7, 15, 21, 29, 38, 46, 55, 63, 69, 76, 82, 88, 99, 105, 111, 121, 129, 137, 143, 151, 161, 167, 173, 179, 191, 196, 203, 211, 217, 225, 233, 243, 249, 257, 263, 269, 283, 289, 295, 303, 309, 315, 323, 333, 341, 347, 355, 363	TE: 15, 23, 31, 41, 48, 57, 77, 83, 90, 114, 123, 131, 145, 153, 181, 198, 205, 212, 220, 227, 235, 251, 272, 297, 317, 325, 335, 357, 364		
4	2.4	Evaluate new information and hypothesis by testing them against known information and ideas.				
4	2.5	Compare and contrast information on the same topic after reading several passages or articles.	TE: 73, 100, 118, 176, 181, 290	TE: 18, 48, 198, 235, 264, 297		
4	2.6	Distinguish between cause and effect and between fact and opinion in expository text.	TE: 16-17, 41, 64, 138, 144, 162, 174, 219, 259, 291, 349, 364			
4	2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).				
5	2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	TE: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

					Meets	
Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
5	2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	TE: 10, 17, 31, 64, 70, 90, 107, 114, 123, 132, 138, 153, 154, 168, 169, 181, 192, 198, 205, 212, 213, 220, 227, 236, 244, 265, 272, 284, 297, 318, 335, 342, 365			
6	2.3	Connect and clarify main ideas by identifying their relationships to other sources and related topics.				
6	2.4	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	TE: 23, 26, 77, 79, 113, 18, 168, 170, 175, 198, 200, 212, 214, 284, 286, 305			
6	2.5	Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Reading Advantage Plus Writing (RAPW): 62			
		Substrand: Expository Critique				
5	2.5	Distinguish facts, supported inferences, and opinions in text.	TE: 64, 144, 162, 219, 258, 304			
6	2.6	Determine the adequacy and appropriateness of the evidence for an author's conclusions.	TE: 66, 83, 85, 162, 164, 260			
6	2.7	Make reasonable assertions about a text through accurate, supporting citations.	TE: 126, 230, 260, 368			
6	2.8	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	TE: 82-84, 85			
DOMAIN		WRITING				
STRAND		WRITING STRATEGIES				
		Substrand: Organization and Focus				
1	1.1	Select a focus when writing.	TE: 11, 18, 57, 60, 66, 85, 126, 132, 134, 140, 145, 162, 176, 214, 230, 240, 260, 320			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
1	1.2	Use descriptive words when writing.	TE: 11, 32, 53, 66, 78, 123, 158, 169, 213, 227, 252, 285, 286, 311,			
2	1.1	Group related ideas and maintain a consistent focus.	TE: 11, 12, 18, 24, 26, 60, 66, 85, 126, 132, 134, 145, 148, 162, 170, 176, 199, 214, 230, 240, 260, 320			
3	1.1	Create a single paragraph: A. Develop a topic sentence. B. Include simple supporting facts and details.	TE: 11, 12, 24, 57, 66, 118, 123, 126, 132, 134, 140, 145, 158, 162, 170, 176, 181, 184, 192, 236, 254, 291, 306, 336, 338, 360			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
4	1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	TE: 11, 17, 18, 26, 41, 49, 60, 85, 118, 126, 140, 145, 148, 162, 170, 176, 199, 214, 230, 236, 240, 260, 336			
4	1.2	Create multiple-paragraph compositions: A. Provide an introductory paragraph. B. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. C. Include supporting paragraphs with simple facts, details, and explanations. D. Conclude with a paragraph that summarizes the points. E. Use correct indentation.	TE: 85	TE: 199, 240, 259, 260, 358, 365		
4	1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	TE: 11, 12, 18, 24, 26, 60, 66, 73, 85, 90, 118, 140, 145, 148, 162, 170, 176, 199, 222, 230, 236, 254, 336			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard	
			Primary Citations	Supporting Citations	Y	N
5	1.1	Create multiple-paragraph narrative compositions: A. Establish and develop a situation or plot. B. Describe the setting. C. Present an ending.		TE: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343		
5	1.2	Create multiple-paragraph expository compositions: A. Establish a topic, important ideas, or events in sequence or chronological order. B. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. C. Offer a concluding paragraph that summarizes important ideas and details.	TE: 85 Inside Writing, Grade 5 (IW5), Expository Essays: 14-15, 16-17, 18-19	TE: 199, 240, 259, 260, 358, 365		
6	1.1	Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	RAPW: 63			
6	1.2	Create multiple-paragraph expository compositions: A. Engage the interest of the reader and state a clear purpose. B. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. C. Conclude with a detailed summary linked to the purpose of the composition.	TE: 85 IW5, Expository Essays: 14-15, 16-17, 18-19	TE: 199, 240, 259, 260, 358, 365		
6	1.3	Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	TE: 11, 12, 18, 24, 26, 60, 66, 73, 85, 90, 118, 140, 145, 148, 162, 170, 176, 199, 222, 230, 236, 254, 336			
Substrand: Penmanship						
1	1.3	Print legibly and space letters, words, and sentences appropriately.	RAPW: 1-27			
2	1.2	Create readable documents with legible handwriting.	RAPW: 1-27			
3	1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	RAPW: 28-61			
4	1.4	Write fluidly and legibly in cursive or joined italic.	RAPW: 28-61			
Substrand: Research						
2	1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	TE: 115, 139, 140, 163, 254, 259, 298			
3	1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).		TE: 115, 139, 140, 163, 254, 259, 298		
Substrand: Research and Technology						

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
4	1.5	Quote or paraphrase information sources, citing them appropriately.	RAPW: 64			
4	1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	RAPW: 65			
4	1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	TE: 115, 139, 140, 163, 254, 259, 298			
4	1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.				
4	1.9	Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	RAPW: 66-67			
5	1.3	Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information).	RAPW: 65			
5	1.4	Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).	RAPW: 71			
5	1.5	Use a thesaurus to identify alternative word choices and meanings.	TE: 115, 139, 140, 254, 298			
6	1.4	Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	RAPW: 68-69			
6	1.5	Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	RAPW: 71			
Substrand: Evaluation and Revision						
2	1.4	Revise original drafts to improve sequence and provide more descriptive detail.	RAPW: 72, 73, 75			
3	1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	RAPW: 74, 76, 77, 78			
4	1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	RAPW: 79			
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.	RAPW: 79			
6	1.6	Revise writing to improve the organization and consistency of ideas within and between paragraphs.	RAPW: 74, 76, 77, 78			
STRAND WRITING APPLICATIONS						
1	2.1	Write brief narratives (e.g., fictional, autobiographical) describing an experience.	TE: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
1	2.2	Write expository descriptions of a real object, person, place, or event, using sensory details.	TE: 32, 53, 66, 78, 123, 158, 169, 213, 227, 252, 285, 286, 311 IW5, Expository Essays: 14-15, 16-17, 18-19			
2	2.1	Write brief narratives based on their experiences: A. Move through a logical sequence of events. B. Describe the setting, characters, objects, and events in detail.	TE: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343			
2	2.2	Write a friendly letter complete with the date, salutation, body, closing, and signature.	TE: 26, 41, 101, 114-115, 200, 265, 286, 297-298, 318, 344			
3	2.1	Write narratives: A. Provide a context in which an action takes place. B. Include well-chosen details to develop the plot. C. Provide insight into why the selected incident is memorable.	TE: 11, 17, 139, 169, 220, 222, 292, 326, 330, 343			
3	2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	TE: 11, 32, 53, 66, 78, 123, 158, 169, 213, 227, 252, 285, 286, 311,			
3	2.3	Write personal and formal letters, thank you notes, and invitations: A. Show awareness of the knowledge and interests of the audience and establish a purpose and context. B. Include the date, proper salutation, body, closing, and signature.	TE: 26, 41, 101, 114-115, 200, 265, 286, 297-298, 318, 344 IW5, Letters: 14, 16, 17, 18, 19, 36			
4	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.	TE: 11, 17, 36, 53, 139, 169, 176, 220, 222, 292, 326, 330, 343			
4	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.	TE: 35, 49, 126, 291, 326			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
4	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, or other media sources).	TE: 61, 74, 246, 339	TE: 60, 85, 103, 148, 199, 240, 255, 259, 365		
4	2.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	TE: 79, 175, 230, 305, 326, 369	TE: 23, 26, 77, 79, 113, 118, 168, 170, 198, 200, 212, 214, 271, 284, 286, 295-296		
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.	TE: 11, 17, 53, 139, 169, 220, 222, 231, 292, 326, 330, 343			
5	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.	TE: 35, 49, 126, 291, 326			
5	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.	TE: 61, 74, 246, 339	TE: 60, 85, 103, 148, 199, 240, 255, 259, 365		
5	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.	TE: 85, 134, 163, 260, 360	TE: 60, 193, 338, 352		
6	2.1	Write narratives: A. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. B. Include sensory details and concrete language to develop plot and character. C. Use a range of narrative devices (e.g., example, dialogue, suspense).	TE: 11, 53, 176, 330			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
6	2.2	Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): A. State the thesis or purpose. B. Explain the situation. C. Follow an organizational pattern appropriate to the type of composition. D. Offer persuasive evidence to validate arguments and conclusions as needed.	TE: 11, 18, 24, 60, 66, 73, 85, 90, 118, 145, 148, 176, 199, 236, 254, 336 IW5, Expository Essays: 14-15, 16-17, 18-19			
6	2.3	Write research reports: A. Pose relevant questions with a scope narrow enough to be thoroughly covered. B. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, (e.g., speakers, periodicals, online information searches). C. Include a bibliography.	TE: 61, 74, 246, 339	TE: 60, 85, 103, 148, 199, 240, 255, 259, 365		
6	2.4	Write responses to literature: A. Develop an interpretation exhibiting careful reading, understanding, and insight. B. Organize the interpretation around several clear ideas, premises, or images. C. Develop and justify the interpretation through sustained use of images and textual evidence.	TE: 35, 49, 126, 291, 326			
6	2.5	Write persuasive compositions: A. State a clear position on a proposition or proposal. B. Support the position with organized and relevant evidence. C. Anticipate and address reader concerns and counter arguments.	TE: 85, 134, 163, 260, 360	TE: 60, 193, 338, 352		
DOMAIN		WRITTEN and ORAL ENGLISH-LANGUAGE CONVENTIONS				
		Substrand: Sentence Structure				
1	1.1	Write and speak in complete, coherent sentences.	RAPW: 82-83, 84-85, 86, 87, 88-89, 90-91, 92-93			
2	1.1	Distinguish between complete and incomplete sentences.	RAPW: 82-83, 84-85, 86, 87, 88-89, 90-91, 92-93 IW5, Sentences: 44-45			
2	1.2	Recognize and use the correct word order in written sentences.	RAPW: 94			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

**Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption**

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard	
			Primary Citations	Supporting Citations	Y	N
3	1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	RAPW: 81 IW5, Sentences: 10			
4	1.1	Use simple and compound sentences in writing and speaking.	RAPW: 95, 96, 97, 98-99			
4	1.2	Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	RAPW: 100-101, 102-103, 104-105 IW5, Sentences: 12-13, 14-15, 16-17, 22, 23			
5	1.1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	RAPW: 98-99, 100-101, 106-107, 108, 109-110, 111-112, 113-114, 115-116, 117-118, 119-120, 121-122 IW5, Sentences: 21, 22, 23			
6	1.1	Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	RAPW: 95, 96, 97, 98-99 IW5, Sentences: 32-33, 34-35			
Substrand: Grammar						
2	1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	RAPW: 123-124, 125-126, 127-128, 129-130, 131-132, 133-134 IW5, Sentences: 6, 7			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Grade	Standard #	Text of Standard	Publisher Comments		Meets Standard	
			Primary Citations	Supporting Citations	Y	N
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.	RAPW: 135-136, 137-138, 141, 142, 143-144, 145-146, 162, 163-164, 165, 166, 167, 168, 169-170, 171, 172, 173 IW5, Sentences: 8-9, 12-13, 14-15, 16-17,			
3	1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	RAPW: 151-152			
3	1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	RAPW: 162, 163-164, 165, 166, 167			
4	1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	RAPW: 153-154, 155, 156, 157, 174-175, 176-177, 178-179 IW5, Sentences: 20-21			
5	1.2	Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.	RAPW: 135-136, 137-138, 139-140, 141, 142, 143-144, 145-146, 147-148, 152, 168, 169-170, 171, 172, 174-175, 176-177			
6	1.2	Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	RAPW: 139-140, 151, 162, 163-164, 165, 166, 167			
Substrand: Punctuation						
1	1.4	Distinguish between declarative, exclamatory, and interrogative sentences.	RAPW: 80, 81 IW5, Sentences: 39			
1	1.5	Use a period, exclamation point, or question mark at the end of sentences.	RAPW: 180-181, 182-183			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
1	1.6	Use knowledge of the basic rules of punctuation and capitalization when writing.	RAPW: 184, 185, 186-187, 188-189, 190-191, 202-203, 204-205			
2	1.4	Use commas in the greeting and closure of a letter and with dates and items in a series.	RAPW: 184, 186-187, 192-193, 200-201			
2	1.5	Use quotation marks correctly.	RAPW: 210, 211, 212-213, 214-215, 216-217			
3	1.5	Punctuate dates, city and state, and titles of books correctly.	RAPW: 186-187, 192-193, 200-201, 210, 216-217			
3	1.6	Use commas in dates, locations, and addresses for items in a series.	RAPW: 186-187, 192-193, 199			
4	1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	RAPW: 210, 211, 212-213, 214-215, 216-217, 218-219			
4	1.5	Use underlining, quotation marks, or italics to identify titles of documents.	RAPW: 210, 211, 212-213, 214-215, 216-217			
5	1.3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around exact words of a speaker and titles of poems, songs, short stories, and so forth.	RAPW: 195-196, 197-198, 199, 210, 211, 212-213, 214-215, 216-217			
6	1.3	Use colons after the salutation in business letters, semi colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	RAPW: 185, 194, 200-201			
		Substrand: Capitalization				
1	1.7	Capitalize the first word of a sentence, names of people, and the pronoun I.	RAPW: 220-221, 222-223 IW5, Sentences: 39			
2	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.	RAPW: 220-221, 222-223			
3	1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	RAPW: 222-223, 226-227, 230-231			
4	1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	RAPW: 220-221, 224-225, 228-229			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs
4-8 Intensive Reading Intervention Instructional Materials
2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N
5	1.4	Use correct capitalization.	RAPW: 220-221, 222-223, 224-225, 226-227, 228-229, 230-231			
6	1.4	Use correct capitalization.	RAPW: 220-221, 222-223, 224-225, 226-227, 228-229, 230-231			
		Substrand: Spelling				
1	1.8	Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.				
2	1.7	Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).	TE: xix, 126, 148, 170			
2	1.8	Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	TE: xix, 126, 134, 140, 148, 158, 164, 170, 176, 184			
3	1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	TE: xix, 35, 43, 52, 60, 66, 73, 79, 92, 102, 108, 118, 126, 134, 140, 148, 158, 164, 170, 176, 184			
3	1.9	Arrange words in alphabetic order.	RAPW: 232-233			
4	1.7	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	TE: xix, 85, 200, 208, 214, 222, 230, 240, 246, 254, 260, 266, 276, 286, 292, 300, 306, 312, 320, 330			
5	1.5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	TE: xix, 85, 200, 208, 214, 222, 230, 240, 246, 254, 260, 266, 276, 286, 292, 300, 306, 312, 320, 330			
6	1.5	Spell frequently misspelled words correctly (e.g., their, they're, there).	TE: xix, 126, 148, 170			

Publisher: Great Source Education Group

Program Title: Reading Advantage, Kit C © 2005

Standards Map - Stand Alone Programs

4-8 Intensive Reading Intervention Instructional Materials

2002 Reading/Language Arts/English Language Development Adoption

Meets

Grade	Standard #	Text of Standard	Publisher Comments		Standard	
			Primary Citations	Supporting Citations	Y	N