

# **SUMMER SUCCESS: READING**

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correlated to

## **California Reading Language Arts Content Standards Grades K-8**

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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Kindergarten

## Reading

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

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

### Concepts About Print

Content Standards	Summer Success: Reading Kindergarten
1.1 Identify the front cover, back cover, and title page of a book.	<b>Teacher's Edition:</b> pp. 5-7, 29-30, 53-54, 77-78, 101-102, 125-126
1.2 Follow words from left to right and from top to bottom on the printed page.	<b>Teacher's Edition:</b> pp. 7-9, 11-12, 15-16, 19-20, 23-24, 31-32, 35-36, 39-40, 43-44, 47-48, 55-56, 59-60, 63-64, 67-68, 71-72, 79-80, 83-84, 87-88, 91-92, 95-96, 103-104, 107-108, 111-112, 115-116, 119-120, 127-128, 131-132, 135-136, 139-140, 143-144
1.3 Understand that printed materials provide information.	<b>Teacher's Edition:</b> pp. 9, 15, 33, 39, 57, 63, 67, 69, 81, 87, 105, 111, 129, 135
1.4 Recognize that sentences in print are made up of separate words.	<b>Teacher's Edition:</b> See "Fluency," p. xxviii, and pp. 7-8, 11-12, 15-16, 19-20, 23-24, 31-32, 35-36, 39-40, 43-44, 47-48, 55-57, 59-60, 63-64, 67-68, 71-72, 79-80, 83-84, 87-88, 91-92, 95-96, 103-104, 107-108, 111-112, 115-116, 119-120, 127-128, 131-132, 135-136, 139-140, 143-144 (Also see "Assessment," pp. xxix, 162-163, 165-166, 170-171)

<b>Content Standards</b>	<b>Summer Success: Reading Kindergarten</b>
1.5 Distinguish letters from words.	<b>Teacher's Edition:</b> pp. See "Vocabulary and Word Study," p. xxvii, and pp. 9, 13, 17, 21, 25, 33, 37, 41, 45, 49, 57, 61, 65, 69, 73, 81, 85, 89, 93, 97, 105, 109, 113, 117, 121, 129, 133, 137, 141, 145 (Also see "Assessment," p. xxix, 162-163, 166-167, 172)
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	<b>Teacher's Edition:</b> See <b>Independent Reading &amp; Writing</b> and <b>Vocabulary &amp; Word Study</b> activities throughout program. (Also see alphabet chart, Teaching Poster 3, p. 9)

## P h o n e m i c   A w a r e n e s s

<b>Content Standards</b>	<b>Summer Success: Reading Kindergarten</b>
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>Teacher's Edition:</b> pp. 9, 13, 21, 33, 37, 57, 59, 61, 63-64, 81, 83, 85, 88-89, 95, 105, 109, 115, 117, 129, 131, 133, 137, 141 (Also see "Assessment," pp. xxix, 162-162, 165-167, 170-172 and "Reteaching Suggestions," p. 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>Teacher's Edition:</b> pp. 13, 17, 19, 21, 37, 45, 57, 59, 64-65, 69, 81, 93, 113, 137 (Also see "Assessment," pp. xxix, 162-162, 165-167, 170-172 and "Reteaching Suggestions," p. 176)
1.9 Blend vowel-consonant sounds orally to make words or syllables.	<b>Teacher's Edition:</b> pp. 9, 13, 17, 21, 33, 37, 41, 45, 57, 59, 61, 69, 83, 85, 89, 109, 113, 115, 117, 129, 131
1.10 Identify and produce rhyming words in response to an oral prompt.	<b>Teacher's Edition:</b> pp. 17, 21, 33, 37, 45, 55, 57, 59, 65, 69, 79, 93, 127, 137
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<b>Teacher's Edition:</b> 9, 13, 35, 41, 57, 59, 81, 83, 89, 109, 113
1.12 Track auditorily each word in a sentence and each syllable in a word.	<b>Teacher's Edition:</b> pp. 7-9, 11-12, 15-16, 19-20, 23-24, 31-32, 35-36, 39-40, 43-44, 47-48, 55-56, 59-60, 63-64, 67-68, 71-72, 79-80, 83-84, 87-88, 91-92, 95-96, 103-104, 107-108, 111-112, 115-116, 119-120, 127-128, 131-132, 135-136, 139-140, 143-144

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
1.13 Count the number of sounds in syllables and syllables in words.	<b>Teacher’s Edition:</b> See strategies on pp.11, 17, 35, 41, 65, 89, 113, 139

**D e c o d i n g   a n d   W o r d   R e c o g n i t i o n**

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
1.14 Match all consonant and short-vowel sounds to appropriate letters.	<b>Teacher’s Edition:</b> pp. 9, 13, 25, 37, 41, 47, 49, 65, 73, 89, 97, 109, 113, 121, 145
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	<b>Teacher’s Edition:</b> pp. 11, 23, 25, 35, 41, 47, 71, 89, 95, 119, 121, 137, 145
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<b>Teacher’s Edition:</b> See “Phonics, Vocabulary & Word Study,” p. xxvii and <b>Independent Reading &amp; Writing</b> and <b>Vocabulary &amp; Word Study</b> activities throughout program.

**V o c a b u l a r y   a n d   C o n c e p t   D e v e l o p m e n t**

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	<b>Teacher’s Edition:</b> See “Phonics, Vocabulary, and Word Study,” p. xxvii and pp. 17, 41, 65, 69, 89, 93, 113, 117, 137, 141 (Also see “Reteaching Suggestions,” p. 176)
1.18 Describe common objects and events in both general and specific language.	<b>Teacher’s Edition:</b> pp. 9, 15, 23, 31, 33, 39, 57, 63, 67, 81, 87, 105, 111, 129, 135

**S T A N D A R D   2 . 0   R e a d i n g   C o m p r e h e n s i o n**

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.

**S t r u c t u r a l   F e a t u r e s   o f   I n f o r m a t i o n a l   M a t e r i a l s**

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
2.1 Locate the title, table of contents, name of author, and name of illustrator.	<b>Teacher’s Edition:</b> pp. 5-6, 29-30, 53-54, 77-78, 101-102, 125-126

## Comprehension and Analysis of Grade-Level Appropriate Text

Content Standards	<i>Summer Success: Reading Kindergarten</i>
2.2 Use pictures and context to make predictions about story content.	<b>Teacher’s Edition:</b> See “Making Predictions,” xvii-xviii, and pp. 6, 10, 12, 78, 82, 84, 116, 126, 130 (Also see “Reteaching Suggestions,” p. 176)
2.3 Connect to life experiences the information and events in texts.	<b>Teacher’s Edition:</b> See “Making Connections,” pp. xv-xvi, and pp. 10, 34, 53-54, 58-60, 82, 102, 106, 135 (Also see “Reteaching Suggestions,” p. 176)
2.4 Retell familiar stories.	<b>Teacher’s Edition:</b> See “Retelling & Summarizing,” pp. xxv-xxvi, and pp.14, 18, 38-39, 42, 61, 62, 85, 86, 90-91, 106, 110, 114, 134, 138 (Also see “Reteaching Suggestions,” p. 176)
2.5 Ask and answer questions about essential elements of a text.	<b>Teacher’s Edition:</b> See “Questioning,” pp. xxiii-xxiv, “Visualizing,” pp. xxi-xxii, and pp. 15, 19, 30, 35, 66, 85, 90, 102, 106-108, 138 (Also see “Assessment,” pp. xxix, 168, 173 and “Reteaching Suggestions,” p. 176)

## STANDARD 3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

## Narrative Analysis of Grade-Level-Appropriate Text

Content Standards	<i>Summer Success: Reading Kindergarten</i>
3.1 Distinguish fantasy from realistic text.	The opportunity to address this standard is available in the reading selections for each Theme: <i>Bugs, Pets, One the Go, On the Farm, At the Zoo, and Weather.</i>
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	The opportunity to address this standard is available in the reading selections for each Theme: <i>Bugs, Pets, One the Go, On the Farm, At the Zoo, and Weather.</i>

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
3.3 Identify characters, settings, and important events.	<b>Teacher's Edition:</b> pp. 10, 15, 18, 23, 34, 39, 43, 66, 86, 90, 106

## Writing

### STANDARD 1.0 Writing Strategies

Students write words and brief sentences that are legible.

### Organization and Focus

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	<b>Teacher's Edition:</b> pp. 8, 12, 16, 20, 24, 32, 36, 40, 44, 48, 56, 60, 64, 67-68, 72, 80, 84, 88, 92, 96, 104, 108, 112, 116, 120, 128, 132, 136, 140, 144
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	<b>Teacher's Edition:</b> pp. 9, 13, 17, 21, 25, 33, 37, 41, 45, 49, 57, 61, 65, 69, 73, 81, 85, 89, 93, 97, 105, 109, 113, 117, 121, 129, 133, 137, 141, 145
1.3 Write by moving from left to right and from top to bottom.	<b>Teacher's Edition:</b> pp. 8-9, 12-13, 16-17, 20-21, 24-25, 32-33, 36-37, 40-41, 44-45, 48-49, 56-57, 60-61, 64-65, 68-69, 72-73, 80-81, 84-85, 88-89, 92-93, 96-97, 104-105, 108-109, 112-113, 116-117, 120-121, 128-129, 132-133, 136-137, 140-141, 144-145

### P e n m a n s h i p

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	The opportunity to address this standard is available throughout the program.

**S T A N D A R D 2 . 0 S p e a k i n g A p p l i c a t i o n s  
( G e n r e s a n d T h e i r C h a r a c t e r i s t i c s )**

<b>Content Standards</b>	<b><i>Summer Success: Reading Kindergarten</i></b>
2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions.	<b>Teacher's Edition:</b> pp. 7, 9, 10, 12, 15, 23, 31, 33, 39, 57, 59, 61, 63, 67, 81, 87, 91, 105, 107, 111, 129, 135
2.2 Recite short poems, rhymes, and songs.	<b>Teacher's Edition:</b> pp. 9, 11, 16, 19, 23, 31, 55, 69, 71, 73, 79, 95, 103, 119, 127
2.3 Relate an experience or creative story in a logical sequence.	<b>Teacher's Edition:</b> pp. 10, 15, 18, 23, 34, 39, 86, 91, 106



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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 1

## Reading

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

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

### Concepts About Print

Content Standards	Summer Success: Reading Grade 1
1.1 Match oral words to printed words.	pp. 6-7, 10-11, 14-15, 18-19, 22-23, 30-31, 34-35, 38-39, 42-43, 45-47, 54-55, 58-59, 62-63, 66-67, 70-71, 78-79, 82-83, 86-87, 90-91, 94-95, 102-103, 106-107, 110-111, 114-115, 118-119, 126-127, 130-131, 134-135, 138-139, 142-143
1.2 Identify the title and author of a reading selection.	<b>Teacher's Edition:</b> pp. 5-6, 29-31, 53-55, 71, 77-78, 101-103, 106, 110, 114, 118, 125-127
1.3 Identify letters, words, and sentences.	<b>Teacher's Edition:</b> pp. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145 (Also see Pretests and Posttests, pp. 171, 177)

### Phonemic Awareness

Content Standards	Summer Success: Reading Grade 1
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	<b>Teacher's Edition:</b> See "Phonics, Vocabulary, and Word Study," pp. xxvii-xxviii, and pp. 17, 21, 35, 37, 41, 45, 61, 65, 69, 79, 85, 89, 93, 109, 113, 117, 127, 131, 133, 137, 141, 166 (Also see Pretests and Posttests, pp. 169-170, 175-176)

<b>Content Standards</b>	<b>Summer Success: Reading Grade 1</b>
1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> )	<b>Teacher's Edition:</b> pp. 13, 17, 37, 41, 45, 49, 61, 65, 69, 73, 85, 89, 97, 109, 113, 115, 121, 131, 133, 137, 141, 145
1.6 Create and state a series of rhyming words, including consonant blends.	<b>Teacher's Edition:</b> pp. 11, 21, 45, 61, 71, 79, 93, 109, 117, 127, 141
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>Teacher's Edition:</b> pp. 13, 17, 21, 25, 37, 41, 45, 49, 61, 65, 71, 73, 85, 89, 93, 97, 109, 113, 121, 133, 137, 141, 145
1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).	<b>Teacher's Edition:</b> pp. 11, 13, 17, 21, 37, 41, 45, 61, 69, 71, 85, 89, 93, 109, 113, 131, 133, 137, 141
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>Teacher's Edition:</b> pp. 11, 13, 17, 21, 37, 41, 45, 61, 69, 71, 85, 89, 93, 109, 113, 131, 133, 137, 141

## Decoding and Word Recognition

<b>Content Standards</b>	<b>Summer Success: Reading Grade 1</b>
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>Teacher's Edition:</b> pp. 9, 13, 17, 21, 25, 33, 37, 41, 43, 45, 49, 57, 61, 65, 69, 73, 81, 85, 89, 93, 97, 105, 109, 113, 117, 121, 129, 133, 135, 137, 141, 145, 166
1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	The opportunity to address this standard is available throughout the program.
1.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.	<b>Teacher's Edition:</b> pp. 17, 37, 41, 43, 45, 61, 65, 69, 79, 81, 85, 89, 93, 97, 105, 109, 113, 117, 129, 133, 141
1.13 Read compound words and contractions.	<b>Teacher's Edition:</b> pp. 33, 37, 57, 61, 81, 85, 105, 109, 129, 133, 141
1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).	The opportunity to address this standard is available throughout the program.

<b>Content Standards</b>	<b>Summer Success: Reading Grade 1</b>
1.15 Read common word families (e.g., <i>-ite</i> , <i>-ate</i> ).	The opportunity to address this standard is available throughout the program.
1.16 Read aloud with fluency in a manner that sounds like natural speech.	<b>Teacher’s Edition:</b> pp. 11, 15, 19, 23, 31, 35, 39, 43, 47, 55, 63, 67, 71, 83, 87, 91, 95, 103, 107, 111, 115, 119, 131, 135, 139 (Also see Pretests and Posttests, pp. 172, 178, 182, 184-185)

## V o c a b u l a r y   a n d   C o n c e p t   D e v e l o p m e n t

<b>Content Standards</b>	<b>Summer Success: Reading Grade 1</b>
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	<b>Teacher’s Edition:</b> See “Vocabulary and Word Study,” pp. xi, and 9, 13, 17, 21, 25, 33, 37, 41, 45, 49, 57, 61, 65, 69, 73, 81, 85, 89, 93, 97, 105, 109, 113, 117, 121, 129, 133, 137, 141, 145, 166

## S T A N D A R D   2 . 0   R e a d i n g   C o m p r e h e n s i o n

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

## S t r u c t u r a l   F e a t u r e s   o f   I n f o r m a t i o n a l   M a t e r i a l s

<b>Content Standards</b>	<b>Summer Success: Reading Grade 1</b>
2.1 Identify text that uses sequence or other logical order.	<b>Teacher’s Edition:</b> pp. 14, 18, 42, 62, 66, 86, 90, 94, 110, 114, 118, 134, 138, 142

## C o m p r e h e n s i o n   a n d   A n a l y s i s   o f   G r a d e - L e v e l   A p p r o p r i a t e   T e x t

<b>Content Standards</b>	<b>Summer Success: Reading 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>Teacher’s Edition:</b> pp. 18, 30, 34, 39, 42, 62, 66, 78, 82, 86, 102, 106, 110, 118, 126
2.3 Follow one-step written instructions.	<b>Teacher’s Edition:</b> See <b>Shared Reading and Writing</b> and <b>Independent Reading and Writing</b> lesson activities throughout program.

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 1</i></b>
2.4 Use context to resolve ambiguities about word and sentence meanings.	<b>Teacher’s Edition:</b> See “Questioning,” pp. xxiii-xxiv, “Monitoring Understanding,” pp. xix-xx, and pp. 22, 30, 34, 38, 58, 70, 82, 102, 106, 166
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	<b>Teacher’s Edition:</b> See “Making Predictions,” pp. xvii-xviii, “Visualizing,” xxi-xxii, and pp. 8-9, 33, 54, 58, 78-79, 81, 105, 126, 129, 166
2.6 Relate prior knowledge to textual information.	<b>Teacher’s Edition:</b> See “Making Connections,” pp. xv-xvi, and pp. 5-6, 10, 29, 53, 77, 83, 101, 125, 130, 166
2.7 Retell the central ideas of simple expository or narrative passages.	<b>Teacher’s Edition:</b> See “Retelling/Summarizing,” pp. xxv-xxvi, and pp.14, 18, 42, 62, 66, 86, 90, 110, 114, 134, 138, 166

### **STANDARD 3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

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

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade1</i></b>
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>Teacher’s Edition:</b> pp.14, 18, 30, 39, 42, 62, 66, 86, 90, 94, 110, 114, 138 (Also see Pretests and Posttests, pp. 173-174, 179-180)
3.2 Describe the roles of authors and illustrators and their contributions to print materials.	<b>Teacher’s Edition:</b> See <b>Interactive Read Aloud</b> lesson activities throughout program.
3.3 Recollect, talk, and write about books read during the school year.	The opportunity to address this standard is available throughout the program.

## Writing

### STANDARD 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### Organization and Focus

Content Standards	<i>Summer Success: Reading Grade 1</i>
1.1 Select a focus when writing.	<b>Teacher's Edition:</b> pp. 7-8, 11-12, 15-16, 19-20, 23-24, 31-32, 35-36, 39-40, 43-44, 47-48, 55-56, 59-60, 63-64, 67-68, 71-72, 79-80, 83-84, 87-88, 91-92, 95-96, 103-104, 107-108, 111-112, 115-116, 119-120, 127-128, 131-132, 135-136, 139-140, 143-145
1.2 Use descriptive words when writing.	<b>Teacher's Edition:</b> pp. 7-8, 11-12, 15-16, 19-20, 23-24, 31-32, 35-36, 39-40, 43-44, 47-48, 55-56, 59-60, 63-64, 67-68, 71-72, 79-80, 83-84, 87-88, 91-92, 95-96, 103-104, 107-108, 111-112, 115-116, 119-120, 127-128, 131-132, 135-136, 139-140, 143-145

### P e n m a n s h i p

Content Standards	<i>Summer Success: Reading Grade 1</i>
1.3 Print legibly and space letters, words, and sentences appropriately.	<b>Teacher's Edition:</b> pp. 7-8, 11-12, 15-16, 19-20, 23-24, 31-32, 35-36, 39-40, 43-44, 47-48, 55-56, 59-60, 63-64, 67-68, 71-72, 79-80, 83-84, 87-88, 91-92, 95-96, 103-104, 107-108, 111-112, 115-116, 119-120, 127-128, 131-132, 135-136, 139-140, 143-145

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

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 1</i></b>
<p>Using the writing strategies of grade one outlined in Writing Standard 1.0, students:</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.</p>	<p><b>Teacher’s Edition:</b> See <b>Shared Writing</b> and <b>Independent Writing</b> for prewriting and writing activities related to the Themes for Weeks 1, 3, 4, and 6 and coordinating activities in <i>Student Resource Book</i>.</p>
<p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p>	<p><b>Teacher’s Edition:</b> See <b>Shared Writing</b> and <b>Independent Writing</b> for prewriting and writing activities related to the Themes for Weeks 2 and 5 and coordinating activities in <i>Student Resource Book</i>.</p>



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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 2

## Reading

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

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

### Decoding and Word Recognition

Content Standards	Summer Success: Reading Grade 2
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<b>Teacher’s Edition:</b> pp. 13, 17, 21, 37, 41, 61, 65, 69, 85, 89, 93, 109, 113, 133, 137
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/ per</i> ; vowel-consonant/consonant-vowel = <i>sup/ per</i> ).	<b>Teacher’s Edition:</b> See “Phonics, Vocabulary, and Word Study,” p. xxvii, and pp. 9, 13, 17, 21, 25, 37, 41, 49, 61, 65, 69, 73, 85, 89, 93, 97, 109, 113, 117, 121, 129, 133, 137, 141, 145, 166
1.3 Decode two-syllable nonsense words and regular multisyllable words.	<b>Teacher’s Edition:</b> pp. 9, 13, 33, 45, 57, 81, 83, 89, 105, 117
1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).	The opportunity to address this standard is available in <b>Vocabulary &amp; Word Study</b> activities (Also see “Day 5 Word Selection,” pp. xxvii, 25, 49, 73, 97, 121, 145)
1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i> ) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).	<b>Teacher’s Edition:</b> pp. 53, 113, 121, 129, 133, 135, 137

<b>Content Standards</b>	<b>Summer Success: Reading Grade 2</b>
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	<b>Teacher’s Edition:</b> See “Fluency,” p. xxviii, and pp. 7, 11, 15, 19, 23, 35, 39, 47, 55, 59, 63, 67, 71, 79, 83, 87, 91, 95, 103, 107, 111, 115, 119, 127, 131, 135, 139, 143 (Also see “Oral Reading” and “Fluency” assessments, pp. 171, 177, 179-180)

**V o c a b u l a r y   a n d   C o n c e p t   D e v e l o p m e n t**

<b>Content Standards</b>	<b>Summer Success: Reading Grade 2</b>
1.7 Understand and explain common antonyms and synonyms.	<b>Teacher’s Edition:</b> pp. 9, 25, 33, 41, 49, 57, 61, 65, 73, 81, 89, 97, 105, 113, 121, 129, 137, 145
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	<b>Teacher’s Edition:</b> pp. 33, 37, 41, 45, 49, 105, 107, 109
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>Teacher’s Edition:</b> pp. xi, xxvii, 25, 57, 61, 65, 69, 73, 89, 97, 166
1.10 Identify simple multiple-meaning words.	This standard is not specifically addressed.

**S T A N D A R D   2 . 0   R e a d i n g   C o m p r e h e n s i o n**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

**S t r u c t u r a l   F e a t u r e s   o f   I n f o r m a t i o n a l   M a t e r i a l s**

<b>Content Standards</b>	<b>Summer Success: Reading Grade 2</b>
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	<b>Teacher’s Edition:</b> pp. 6-7, 10-11, 18, 31, 35, 55, 63, 66, 104, 108, 132

**C o m p r e h e n s i o n   a n d   A n a l y s i s   o f   G r a d e - L e v e l  
A p p r o p r i a t e   T e x t**

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 2</i></b>
2.2 State the purpose in reading (i.e., tell what information is sought).	<b>Teacher’s Edition:</b> pp. 5-6, 11, 18, 29-30, 39, 53-54, 66, 77-79, 82-83, 87, 101-102, 106, 125-126, 131, 135
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	<b>Teacher’s Edition:</b> See “Making Connections,” pp. xv-xvi, “Visualizing,” pp. xxi-xxii, and pp. 11, 35, 58, 66, 78, 82,166
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why</i> , <i>what if</i> , <i>how</i> ).	<b>Teacher’s Edition:</b> See “Questioning,” pp. xxiii-xxiv, “Monitoring Understanding,” pp. xix-xx, and pp. 6-7, 10-11, 18-19, 32, 35, 38-39, 42, 54-55, 58, 66-67, 104, 111, 115, 166
2.5 Restate facts and details in the text to clarify and organize ideas.	<b>Teacher’s Edition:</b> See “Retelling/Summarizing,” pp. xxv-xxvi, and pp. 10-11, 18-20, 31, 55, 62-63, 66-68, 84, 92, 104, 111, 166 (Also see Assessments, pp. 172-173, 175-176)
2.6 Recognize cause-and-effect relationships in a text.	<b>Teacher’s Edition:</b> p. 14-17
2.7 Interpret information from diagrams, charts, and graphs.	<b>Teacher’s Edition:</b> (See organizers pp. 9, 12, 31, 33, 35, 39, 55, 57, 63, 67, 79, 81, 84, 87, 103, 105, 106-107, 114, 120, 129, 131)
2.8 Follow two-step written instructions.	<b>Teacher’s Edition:</b> See <b>Shared Reading &amp; Writing</b> and <b>Independent Reading &amp; Writing</b> activities throughout the program.

## STANDARD 3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

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

Content Standards	<i>Summer Success: Reading Grade 2</i>
3.1 Compare and contrast plots, settings, and characters presented by different authors.	This standard is not specifically addressed.
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	The opportunity to address this standard is available in “Reread,” “Respond,” and “Wrap up the day” activities throughout the program.
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	The opportunity to address this standard is available within the Themes for Weeks 2, 5, 6
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	<b>Teacher’s Edition:</b> pp. 5, 35, 47, 53, 58-59, 71, 77, 95, 101, 103

## Writing

### STANDARD 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### Organization and Focus

Content Standards	<i>Summer Success: Reading Grade 2</i>
1.1 Group related ideas and maintain a consistent focus	<b>Teacher's Edition:</b> pp. 8, 12, 20, 40, 44, 56, 64, 68, 80, 92, 104, 108, 112, 116, 120, 128, 132, 136, 140, 144

#### Penmanship

Content Standards	<i>Summer Success: Reading Grade 2</i>
1.2 Create readable documents with legible handwriting.	The opportunity to address this standard is available throughout the program.

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

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 2</i>
Using the writing strategies of grade two outlined in Writing Standard 1.0, students:  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.	<b>Teacher's Edition:</b> See <b>Shared Writing</b> and <b>Independent Writing</b> for prewriting and writing strategies and activities throughout program.
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	<b>Teacher's Edition:</b> pp. 40, 91



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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 3

## Reading

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

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

### Decoding and Word Recognition

Content Standards	Summer Success: Reading Grade 3
1.1 Know and use complex word families when reading (e.g., <i>-ight</i> ) to decode unfamiliar words.	<b>Teacher’s Edition:</b> See “Phonics, Vocabulary, & Word Study,” pp. xi, xxvii, and <b>Vocabulary &amp; Word Study</b> activities throughout the program.
1.2 Decode regular multisyllabic words.	<b>Teacher’s Edition:</b> pp. 9, 13, 33, 37, 41, 57, 61, 65, 81, 85, 89, 105, 109, 113, 129, 133
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	The opportunity to address this standard is available throughout the program. (See <b>Shared Reading</b> and <b>Independent Reading</b> activities.)

### Vocabulary and Concept Development

Content Standards	Summer Success: Reading Grade 3
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	<b>Teacher’s Edition:</b> pp. 17, 41, 69, 89, 95-96, 105, 129, 137 (Also see “Observation Checklist: Word Strategies,” p. 182)

<b>Content Standards</b>	<b>Summer Success: Reading Grade 3</b>
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>Teacher’s Edition:</b> pp. 17, 25, 41, 45, 49, 65, 69, 73, 89, 97, 113, 121, 137, 145
1.6 Use sentence and word context to find the meaning of unknown words.	<b>Teacher’s Edition:</b> See “Phonics, Vocabulary, & Word Study,” pp. xi, xxvii, and <b>Vocabulary &amp; Word Study</b> activities throughout the program. (Also see “Reteaching Suggestions,” p. 166 and “Observation Checklist: Word Strategies,” p. 182)
1.7 Use a dictionary to learn the meaning and other features of unknown words.	The opportunity to address this standard is available throughout the program.
1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) and suffixes (e.g., <i>-er, -est, -ful</i> ) to determine the meaning of words.	<b>Teacher’s Edition:</b> pp. 65, 81, 89, 93, 105 (Also see “Observation Checklist: Word Strategies,” p. 182)

**S T A N D A R D 2 . 0 R e a d i n g C o m p r e h e n s i o n**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

**S t r u c t u r a l F e a t u r e s o f I n f o r m a t i o n a l M a t e r i a l s**

<b>Content Standards</b>	<b>Summer Success: Reading Grade 3</b>
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	<b>Teacher’s Edition:</b> pp. 5-6, 29-30, 53-54, 56, 77-79, 101-102, 125-126

**C o m p r e h e n s i o n a n d A n a l y s i s o f G r a d e - L e v e l A p p r o p r i a t e T e x t**

<b>Content Standards</b>	<b>Summer Success: Reading 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>Teacher’s Edition:</b> See “Making Connections,” pp. xv-xvi, “Questioning,” pp. xxiii-xxiv, and pp. 30, 34, 62, 66-67, 70-71, 86-87, 90-91, 94, 126-127, 130 (Also see “Reteaching Suggestions,” p. 166)

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 3</i></b>
2.3 Demonstrate comprehension by identifying answers in the text.	<b>Teacher’s Edition:</b> See “Monitoring Understanding,” pp. xix-xx, and pp. 38, 46-47, 54-55, 58-59, 70-71, 102-103, 106, 110, 114 (Also see “Reteaching Suggestions,” p. 166)
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	<b>Teacher’s Edition:</b> See “Making Predictions,” pp. xvii-xviii, and pp. 14-15, 18, 22, 42, 78-79, 82, 94 (Also see “Reteaching Suggestions,” p. 166)
2.5 Distinguish the main idea and supporting details in expository text.	<b>Teacher’s Edition:</b> 7, 35, 39, 43, 47, 54, 58, 62, 66, 70-71, 126, 130-131, 134, 138-139, 142
2.6 Extract appropriate and significant information from the text, including problems and solutions.	<b>Teacher’s Edition:</b> See “Solve a Problem” activity, p. 80
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	<b>Teacher’s Edition:</b> The opportunity to address this standard is available in the Magazines, <i>Student Response Book</i> , and Letter Cards activities throughout the program.

## STANDARD 3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### Structural Features of Literature

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 3</i></b>
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	The opportunity to address this standard is available on pp. 5-7, 11, 19, 29-31, 35, 39, 43, 47, 53-54, 63, 67, 77-78, 83, 101-102, 111-112, 115, 119, 125-126, 131, 139, 142

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

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 3</i></b>
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	<b>Teacher’s Edition:</b> See activities for “Elements of a folktale,” pp. 31-32

<b>Content Standards</b>	<b>Summer Success: Reading Grade 3</b>
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	<b>Teacher’s Edition:</b> See “Visualizing,” xxi-xxii, and pp. 6, 10, 23, 63, 71, 106-107, 111, 114-115, 118, 134, 138, 143 (Also see “Reteaching Suggestions,” p. 166)
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	<b>Teacher’s Edition:</b> See “Retelling/Summarizing,” pp. xxv-xxvi, and pp. 38-39, 46, 110, 114 (Also see “Reteaching Suggestions,” p. 166)
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	<b>Teacher’s Edition:</b> pp. 5, 13, 17, 21, 29, 35, 53, 59, 65, 71, 77, 79, 83, 85, 95, 101, 103, 107, 113, 125, 127, 139,
3.6 Identify the speaker or narrator in a selection	The opportunity to address this standard is available throughout the program.

## Writing

### STANDARD 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### Organization and Focus

<b>Content Standards</b>	<b>Summer Success: Reading 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>Teacher’s Edition:</b> pp. 44, 84, 88, 108, 112, 136, 140

### Penmanship

<b>Content Standards</b>	<b>Summer Success: Reading 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.	The opportunity to address this standard is available throughout the program.

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

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 3</i></b>
<p>2.1 Write narratives:</p> <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>	<p><b>Teacher’s Edition:</b> pp. 92, 116, 120,</p>
<p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p><b>Teacher’s Edition:</b> pp.44, 60, 112, 116, 120, 136, 140, 144</p>
<p>2.3 Write personal and formal letters, thank-you notes, and invitations:</p> <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>	<p><b>Teacher’s Edition:</b> pp. 87</p>



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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 4

## Reading

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

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

### Concepts About Print

Content Standards	Summer Success: Reading Grade 4
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	<b>Teacher's Edition:</b> pp. x, xxviii, 6-7, 10-11, 14-15, 18-19, 22-23, 30-31, 34-35, 38-40, 42-43, 46-47, 54-55, 58-59, 62-63, 66-67, 70-71, 78-79, 82-83, 86-87, 90-91, 94-95, 102-104, 106-108, 110-111, 114-115, 118-119, 126-127, 130-131, 134-135, 138-139, 142-143

### Vocabulary and Concept Development

Content Standards	Summer Success: Reading Grade 4
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	<b>Teacher's Edition:</b> pp. xi, xxvii, 7, 11, 15, 19, 31, 35, 43, 55, 59, 63, 67, 79, 83, 89, 93, 103, 111, 115, 131, 135, 139
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	<b>Teacher's Edition:</b> pp. xi, 8, 12, 16, 20,24, 32, 36, 40, 44, 48, 56, 60, 64, 68,72, 80, 84, 88, 92, 96, 104, 108, 112, 116, 120, 128, 132, 136, 140, 144
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>Teacher's Edition:</b> pp. xi, 9, 13, 17, 21, 33, 37, 41, 41, 45, 53, 57, 61, 65, 69, 77, 81, 85, 91, 105, 109, 111, 113, 117, 129, 133, 137, 141

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 4</i></b>
1.5 Use a thesaurus to determine related words and concepts.	The opportunity to address this standard is available throughout the program.
1.6 Distinguish and interpret words with multiple meanings.	<b>Teacher's Edition:</b> pp. xi, 25, 49, 73, 97, 121, 145

## STANDARD 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

## Structural Features of Informational Materials

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 4</i></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>Teacher's Edition:</b> pp. xv-xxvi, 19, 55, 67, 79, 87, 95, 107, 115, 119, 127, 139

## Comprehension and Analysis of Grade-Level Appropriate Text

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 4</i></b>
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	<b>Teacher's Edition:</b> pp. xiv-xxv, 6-7, 14-15, 18-19, 30-31, 34-35, 38-39, 42-43, 54-55, 58-59, 62-63, 66-67, 70-71, 78-79, 82-83, 86-87, 90-91, 94-95, 102-103, 106-107, 110-111, 114-115, 118-119, 126-127, 130-131, 134-135, 138-139, 142-143
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>Teacher's Edition:</b> pp. xvii-xviii, xxiii-xxiv, 6-8, 10-11, 14-16, 18-19, 30-31, 58-59, 66-67, 86-87, 90-91, 118-119, 126-128, 130-131
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	<b>Teacher's Edition:</b> pp. xv-xvi, 5, 29-31, 34-35, 42-43, 53, 77-79, 82-82, 101, 125

<b>Content Standards</b>	<b>Summer Success: Reading Grade 4</b>
2.5 Compare and contrast information on the same topic after reading several passages or articles.	<b>Teacher's Edition:</b> pp. 8, 18, 30, 42, 55, 59, 62, 78, 82, 86, 90, 95-96, 110, 114, 118, 138
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	<b>Teacher's Edition:</b> pp. 18-20, 42-44, 55, 59, 82-84, 114-116, 118-120, 126-128, 130-132, 138-140, 142

## **STANDARD 3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

<b>Content Standards</b>	<b>Summer Success: Reading Grade 4</b>
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	<b>Teacher's Edition:</b> pp. 5, 11, 23, 29-30, 35, 47, 55, 63, 67, 77-78, 90, 94, 103, 111, 125, 127, 131, 135, 143

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

<b>Content Standards</b>	<b>Summer Success: Reading Grade 4</b>
3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	<b>Teacher's Edition:</b> pp.xxv-xxvi, 11, 38-39, 46, 71, 94, 102, 106
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>Teacher's Edition:</b> pp. xix-xx, xxi-xxii, 18, 23, 62-63, 110, 112, 114, 127, 132, 134, 138

## Writing

### STANDARD 1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### Organization and Focus

Content Standards	<i>Summer Success: Reading Grade 4</i>
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	<b>Teacher's Edition:</b> pp. 8, 12, 16, 20, 24, 32, 36, 40, 44, 48, 56, 60, 64, 68, 72, 80, 84, 88, 92, 96, 104, 108, 112, 116, 120, 128, 132, 136, 140, 144
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.	Opportunities to address this standard are available in the <b>Shared Writing and Independent Writing</b> lesson activities throughout the program.
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	<b>Teacher's Edition:</b> pp. 5, 9, 12, 19, 29, 32-33, 39, 46, 48, 53, 77, 81, 88, 90, 92, 94, 95, 105, 106, 112, 120, 127, 128, 129

### P e n m a n s h i p

Content Standards	<i>Summer Success: Reading Grade 4</i>
1.4 Write fluidly and legibly in cursive or joined italic.	The opportunity to address this standard is available throughout the program.

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

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 4</i>
<p>2.1 Write narratives:</p> <ul style="list-style-type: none"> <li>a. Relate ideas, observations, or recollections of an event or experience.</li> <li>b. Provide a context to enable the reader to imagine the world of the event or experience.</li> <li>c. Use concrete sensory details.</li> <li>d. Provide insight into why the selected event or experience is memorable.</li> </ul>	<p><b>Teacher’s Edition:</b> pp. 24, 36, 59-60, 64, 80, 84, 108</p>
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of the literary work.</li> <li>b. Support judgments through references to both the text and prior knowledge.</li> </ul>	<p>Opportunities to address this standard are available in the <b>Shared Writing</b> and <b>Independent Writing</b> lesson activities throughout the program.</p>



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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 5

## Reading

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

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### Word Recognition

Content Standards	Summer Success: Reading Grade 5
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<b>Teacher's Edition:</b> pp. ix-x, xxviii, 7-8, 11-12, 15-16, 19-20, 23-24, 31-32, 35-36, 39-40, 43-44, 47-48, 55-56, 59-60, 63-64, 67-68, 71-72, 79-80, 83-84, 87-88, 91-92, 95-96, 103-104, 107-108, 111-112, 115-116, 119-120, 131-132, 135-136, 139-140, 143-144

### Vocabulary and Concept Development

Content Standards	Summer Success: Reading Grade 5
1.2 Use word origins to determine the meaning of unknown words.	<b>Teacher's Edition:</b> pp. xi, xxvii, 13, 17, 25, 33, 37, 41, 45, 57, 61, 65, 69, 73, 81, 85, 93, 97, 105, 109, 117, 121, 129, 133, 137, 141
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	The opportunity to address this standard is available in the <b>Vocabulary &amp; Word Study</b> activities (See specifically pp. 9 and 17)
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>Teacher's Edition:</b> pp. xi, 9, 13, 17, 21, 33, 37, 57, 61, 81, 85, 89, 105, 109, 113, 121, 129, 133

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 5</i></b>
1.5 Understand and explain the figurative and metaphorical use of words in context.	<u>This standard is not specifically addressed.</u>

## STANDARD 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

## Structural Features of Informational Materials

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 5</i></b>
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	<b>Teacher’s Edition:</b> pp. 5-6, 29-30, 53-54, 77-78, 101-102, 125-126
2.2 Analyze text that is organized in sequential or chronological order.	The opportunity to address this standard is available in the introductions to the weekly themes, <b>Interactive Read Aloud</b> , and Magazine activities.

## Comprehension and Analysis of Grade-Level Appropriate Text

<b>Content Standards</b>	<b><i>Summer Success: Reading Grade 5</i></b>
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	<b>Teacher’s Edition:</b> pp. xv-xvi, xxv-xxvi, 10-11, 15, 18, 22, 39, 47, 55, 58, 66, 71, 79, 95, 106, 110-111, 115, 119, 127, 130
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<b>Teacher’s Edition:</b> pp. xvii-xviii, xxi-xxii, xxiii-xxiv, xix-xx, 7, 10-11, 23, 30, 34-35, 38, 39, 43, 54, 62, 67, 70, 78-79, 82, 87, 90-91, 102, 114, 118, 135, 138-139, 142-143

## E x p o s i t o r y   C r i t i q u e

Content Standards	<i>Summer Success: Reading Grade 5</i>
2.5 Distinguish facts, supported inferences, and opinions in text.	<b>Teacher’s Edition:</b> pp. 19, 23, 31, 35, 39, 55, 59, 67, 79, 87, 91, 127, 139

## S T A N D A R D   3 . 0   L i t e r a r y   R e s p o n s e   a n d   A n a l y s i s

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

## S t r u c t u r a l   F e a t u r e s   o f   L i t e r a t u r e

Content Standards	<i>Summer Success: Reading Grade 5</i>
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>Teacher’s Edition:</b> pp. 5-7, 14-15, 18-19, 22-23, 29-31, 34-35, 38-39, 42-43, 46-47, 53-55, 58-59, 62-63, 66-67, 70-71, 77-79, 82, 86-87, 90-91, 94, 101-103, 106-107, 110-111, 114-115, 118, 125-127, 130-131, 134-135, 138-139, 142

## N a r r a t i v e   A n a l y s i s   o f   G r a d e - L e v e l - A p p r o p r i a t e T e x t

Content Standards	<i>Summer Success: Reading Grade 5</i>
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	<b>Teacher’s Edition:</b> pp. 43, 63, 79, 103, 111, 115, 119, 135, 143
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.	The opportunity to address this standard is available in the <b>Shared Reading</b> and <b>Independent Reading</b> activities.

## Writing

### STANDARD 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

Content Standards	<i>Summer Success: Reading Grade 5</i>
1.1 Create multiple-paragraph narrative compositions: <ul style="list-style-type: none"><li>a. Establish and develop a situation or plot.</li><li>b. Describe the setting.</li><li>c. Present an ending.</li></ul>	Opportunities to address this standard are available in the <b>Shared Reading</b> strategies and <b>Independent Writing</b> activities. (See pp. 15-16, 23-24, 55-56, 63-64, 83-84, 103-104, 135-136)
1.2 Create multiple-paragraph expository compositions: <ul style="list-style-type: none"><li>a. Establish a topic, important ideas, or events in sequence or chronological order.</li><li>b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</li><li>c. Offer a concluding paragraph that summarizes important ideas and details.</li></ul>	Opportunities to address this standard are available in the <b>Shared Reading</b> strategies and <b>Independent Writing</b> activities. (See pp. 11-12, 19-20, 35-36, 39-40, 43-44, 67-68, 79-80, 91-92, 127-128)

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

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 5</i>
2.1 Write narratives: <ul style="list-style-type: none"><li>a. Establish a plot, point of view, setting, and conflict.</li><li>b. Show, rather than tell, the events of the story.</li></ul>	The <b>Shared Writing</b> and <b>Independent Writing</b> activities can be expanded to meet the requirements of this standard

<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"><li>a. Demonstrate an understanding of a literary work.</li><li>b. Support judgments through references to the text and to prior knowledge.</li><li>c. Develop interpretations that exhibit careful reading and understanding.</li></ul>	<p>The <b>Shared Writing</b> and <b>Independent Writing</b> activities can be expanded to meet the requirements of this standard</p>
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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 6

## Reading

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

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### Word Recognition

Content Standards	Summer Success: Reading Grade 6
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<b>Teacher's Edition:</b> pp. 14, 18, 20, 32, 36, 40, 42, 50, 54, 58, 62, 64, 72, 76, 80, 84, 86, 94, 98, 102, 106, 108, 116, 120, 124, 128 (Also see "Teaching Summer Success: Reading," pp. vii-viii and "Assessment," pp. xxii-xxxiii)

### Vocabulary and Concept Development

Content Standards	Summer Success: Reading Grade 6
1.2 Identify and interpret figurative language and words with multiple meanings.	<b>Teacher's Edition:</b> 71, 81, 99,121
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	The opportunity to address this standard is available in the <b>Read &amp; Explore Words</b> activities throughout the program (Also see <b>Teacher's Edition</b> , pp. ix-x)
1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i> ).	<b>Teacher's Edition:</b> See "Make a word web" activities, pp. 51, 73

## STANDARD 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

### Structural Features of Informational Materials

Content Standards	<i>Summer Success: Reading Grade 6</i>
2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	The opportunity to address this standard is available in the <b>Read-Aloud</b> and <i>Magazine</i> Themes activities throughout the program.
2.2 Analyze text that uses the compare-and-contrast organizational pattern.	<b>Teacher's Edition:</b> pp. 17, 39, 105

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

Content Standards	<i>Summer Success: Reading Grade 6</i>
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	<b>Teacher's Edition:</b> pp. 5, 9, 27, 31, 49, 53, 61, 75, 79, 97, 109, 115, 119, 127, 131 (Also see "Comprehension Strategies," pp. xi-xvii)
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	<b>Teacher's Edition:</b> pp.13, 21, 35, 39, 43, 65, 86-87 (Also see pp. xi-xvii)

### Expository Critique

Content Standards	<i>Summer Success: Reading Grade 6</i>
2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	The opportunity to address this standard is available in the <b>Read &amp; Respond</b> activities.
2.7 Make reasonable assertions about a text through accurate, supporting citations.	The opportunity to address this standard is available in the <b>Read &amp; Respond</b> activities.
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	The opportunity to address this standard is available in the <b>Read &amp; Respond</b> activities.

## STANDARD 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### Structural Features of Literature

Content Standards	<i>Summer Success: Reading Grade 6</i>
3.1 Identify the forms of fiction and describe the major characteristics of each form.	<b>Teacher’s Edition:</b> pp. 4-6, 9, 13, 17, 21, 31-32, 35, 39, 43, 48-49, 53, 57, 61, 65, 71, 75, 83, 87, 92-93, 97, 109, 115, 119, 123

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

Content Standards	<i>Summer Success: Reading Grade 6</i>
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	The opportunity to address this standard is available in the <b>Read Aloud</b> and <b>Read &amp; Respond</b> activities throughout the program. (See <b>Teacher’s Edition</b> , “Understand the characters,” p. 60)
3.3 Analyze the influence of setting on the problem and its resolution.	The opportunity to address this standard is available in the <b>Read Aloud</b> and <b>Read &amp; Respond</b> activities throughout the program.
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	<b>Teacher’s Edition:</b> pp. 5, 9, 21, 31, 49, 53, 65, 71, 75, 87, 93, 97, 108, 115, 119
3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).	The opportunity to address this standard is available in the <b>Read Aloud</b> and <b>Read &amp; Write Together</b> activities throughout the program. (Also see <b>Teacher’s Edition</b> , “Introduce the term <i>memoir</i> ,” p. 101 and “Write a journal entry,” p. 123)
3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	<b>Teacher’s Edition:</b> pp. 4, 26, 48, 70, 92, 114 (Also see “Theme-Related Books,” p.xxi)
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	The opportunity to address this standard is available in the <b>Read &amp; Write Together</b> and <b>Read &amp; Respond</b> activities throughout the program. (See <b>Teacher’s Edition</b> , “teach a minilesson on metaphors,” p. 71)

## Literary Criticism

Content Standards	<i>Summer Success: Reading Grade 6</i>
3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	<b>Teacher's Edition:</b> pp. 8, 12, 16, 26, 30, 34, 38, 43, 52, 56, 60, 70, 74, 78, 82-83, 96, 100-101, 104-105, 114, 118, 122, 126 (Also see pp. xi-xvii)

## Writing

### STANDARD 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

### Organization and Focus

Content Standards	<i>Summer Success: Reading Grade 6</i>
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.	The opportunity to address this standard is available in the <b>Read &amp; Write Together</b> and <b>Read &amp; Respond</b> activities throughout the program.
1.2 Create multiple-paragraph expository compositions: <ul style="list-style-type: none"> <li>d. Engage the interest of the reader and state a clear purpose.</li> <li>e. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</li> <li>f. Conclude with a detailed summary linked to the purpose of the composition.</li> </ul>	<b>Teacher's Edition:</b> pp. 10, 14, 21, 32, 36, 40, 66, 79-80, 84, 87, 98, 106
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.	<b>Teacher's Edition:</b> pp. 9-10, 13-14, 17, 39, 50, 54, 58, 65, 72, 80, 84, 87, 97-98, 101-102, 105-106, 120, 131

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

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 6</i>
<p>2.1 Write narratives:</p> <ul style="list-style-type: none"> <li>a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</li> <li>b. Include sensory details and concrete language to develop plot and character.</li> <li>c. Use a range of narrative devices (e.g., dialogue, suspense).</li> </ul>	<p>The <b>Read &amp; Write Together</b> and <b>Write Independently</b> activities throughout the program can be expanded to address this standard.</p>
<p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ul style="list-style-type: none"> <li>a. State the thesis or purpose.</li> <li>b. Explain the situation.</li> <li>c. Follow an organizational pattern appropriate to the type of composition.</li> <li>d. Offer persuasive evidence to validate arguments and conclusions as needed.</li> </ul>	<p>The <b>Read &amp; Write Together</b> and <b>Write Independently</b> activities throughout the program can be expanded to address this standard.</p>

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

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 6</i>
<p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> <li>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</li> <li>b. Organize the selected interpretation around several clear ideas, premises, or images.</li> <li>c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.</li> </ul>	<p>The opportunity to address this standard is available in the following activities in the <b>Teacher’s Edition</b>:</p> <p>“Oral readings,” pp. 10, 14, 18, 32, 36, 40, 50, 54, 58, 62, 72, 76, 80, 84, 94, 98, 102, 106, 116, 120, 124, 128</p> <p>“Oral presentations,” pp. 20, 42</p> <p>“Radio play,” p. 86</p> <p>“Poetry reading,” p.108</p> <p>“Reader’s theater,” p. 64 and p. 130</p>



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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 7

## Reading

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

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### Word Recognition

Content Standards	Summer Success: Reading Grade 7
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	<b>Teacher's Edition:</b> pp. 5, 9, 21, 27, 37, 49, 63, 65, 71, 75, 87, 93, 97, 103, 105, 115, 119

### Vocabulary and Concept Development

Content Standards	Summer Success: Reading Grade 7
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	<b>Teacher's Edition:</b> pp. 7, 11, 15, 29, 33, 41, 55, 59, 81, 95, 107, 121, 129 (Also see "Word-Identification Strategies," p. xvii and the "Strategy Focus" note on p. 81)
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	<b>Teacher's Edition:</b> 17, 19, 23, 33, 37, 45, 51, 56-57, 67, 73, 77, 85, 89, 99, 111, 117, 125, 133 (Also see "Word Identification Strategies," p. xvii and the "Strategy Focus" note on p. 51)

## STANDARD 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

### Structural Features of Informational Materials

Content Standards	<i>Summer Success: Reading Grade 7</i>
2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	The opportunity to address this standard is available in the <b>Read-Aloud</b> and the <i>Theme Magazines</i> activities. (See <b>Teacher's Edition</b> , "Understanding Text Structure," p. xiii)

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

Content Standards	<i>Summer Success: Reading Grade 7</i>
2.3 Analyze text that uses the cause-and-effect organizational pattern.	The opportunity to address this standard is available in <b>Read Aloud</b> and <b>Read &amp; Respond</b> activities. (See <b>Teacher's Edition</b> , "Understanding Text Structure," p. xiii)
2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	The opportunity to address this standard is available in the <b>Read &amp; Respond</b> activities. (See <b>Teacher's Edition</b> , "Teach a mini-lesson on critical reading," p. 75)

### Expository Critique

Content Standards	<i>Summer Success: Reading Grade 7</i>
2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	The opportunity to address this standard is available in the <b>Read &amp; Respond</b> activities. (See <b>Teacher's Edition</b> , "Teach a mini-lesson on critical reading," p. 75)

## STANDARD 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### Structural Features of Literature

Content Standards	<i>Summer Success: Reading Grade 7</i>
3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	The opportunity to address this standard is available in the <b>Read Aloud</b> books and the <i>Theme Magazines</i> . (Also see <b>Teacher’s Edition</b> , “Understanding Text Structure,” p. xiii and the “Strategy Focus” note on p. 97)

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

Content Standards	<i>Summer Success: Reading Grade 7</i>
3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	<b>Teacher’s Edition:</b> pp. 8, 12, 16, 20, 26, 30, 38, 42, 48, 52, 56, 60, 70, 74, 78, 82 (Also see “Retelling/Summarizing,” p. xvi)
3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.	The opportunity to address this standard is available in the <b>Read Aloud</b> activities. (See <b>Teacher’s Edition</b> , “Visualizing,” p. xv and the “Strategy Focus” note on p. 61)
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	The opportunity to address this standard is available in the <b>Read Aloud</b> activities. (See <b>Teacher’s Edition</b> , “Making Connections,” p. xii and the “Strategy Focus” notes on pp. 39 and 71)
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	The opportunity to address this standard is available in the <b>Read Aloud</b> activities. (See <b>Teacher’s Edition</b> , p. 86)

## Literary Criticism

Content Standards	<i>Summer Success: Reading Grade 7</i>
3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	The opportunity to address this standard is available in the <b>Read &amp; Respond</b> activities. (See <b>Teacher’s Edition</b> , “Making Connections,” p. xii)

### Writing

## STANDARD 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

## Organization and Focus

Content Standards	<i>Summer Success: Reading Grade 7</i>
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	The opportunity to address this standard is available in the <b>Write Together</b> and <b>Write Independently</b> activities.
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	The opportunity to address this standard is available in the <b>Write Together</b> and <b>Write Independently</b> activities.
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	<b>Teacher’s Edition:</b> pp. 6, 10, 14, 21, 28, 32, 36, 39, 40, 48-50, 54, 61, 72, 80, 94, 98, 106, 110, 116, 120, (Also see the “Teaching Note” on p. 35 and the “Strategy Focus” notes on pp. 57 and 101)

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

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 7</i>
<p>2.1 Write fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> <li>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</li> <li>b. Develop complex major and minor characters and a definite setting.</li> <li>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</li> </ul>	<p>The <b>Read &amp; Write Together</b> and <b>Write Independently</b> activities throughout the program can be expanded to address this standard.</p>
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Develop interpretations exhibiting careful reading, understanding, and insight.</li> <li>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</li> <li>c. Justify interpretations through sustained use of examples and textual evidence.</li> </ul>	<p>The <b>Read &amp; Write Together</b> and <b>Write Independently</b> activities throughout the program can be expanded to address this standard.</p>

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

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 7</i>
<p>2.2 Deliver oral summaries of articles and books:</p> <ul style="list-style-type: none"> <li>a. Include the main ideas of the event or article and the most significant details.</li> <li>b. Use the student's own words, except for material quoted from sources.</li> <li>c. Convey a comprehensive understanding of sources, not just superficial details.</li> </ul>	<p>The opportunity to address this standard is available in the following activities in the Teacher's Edition:</p> <p>"Build oral fluency," pp. 10, 14, 18, 22, 28, 32, 36, 40, 54, 58, 62, 66, 72, 76, 80, 84, 94, 98, 102, 106, 120, 124, 128</p> <p>"Give oral presentations," pp. 20, 42, 64, 86, 130</p> <p>"Present poetry readings," p.108</p>



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# Summer Success: Reading © 2008 correlated to California Reading Language Arts Content Standards Grade 8

## Reading

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

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### Vocabulary and Concept Development

Content Standards	<i>Summer Success: Reading Grade 8</i>
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	<b>Teacher’s Edition:</b> pp. 75, 109 (Also see “Introduce the poem” and “Read the poem” teaching notes throughout <b>Read &amp; Write Together.</b> )
1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	The opportunity to address this standard is available in the <b>Read &amp; Explore Words.</b> (See vocabulary-building activities on pp. 7, 11, 29, 33, 37, 77, 81, 99)
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	<b>Teacher’s Edition:</b> pp. 11, 15, 19, 23, 29, 33, 37, 41, 45, 51, 53, 55, 58-59, 63, 67, 73, 77, 81, 85, 89, 95, 99, 103, 105, 111, 117, 121, 125, 129, 133 (Also see “Word-Identification Strategies,” p. xvii)

## STANDARD 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

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

Content Standards	<i>Summer Success: Reading Grade 8</i>
2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	The opportunity to address this standard is available in the introductions to <b>Read Aloud</b> and <i>Theme Magazine</i> selections for each week.
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	<b>Teacher's Edition:</b> pp. 17-18, 27-28, 31-32, 43, 97, 119-120 (Also see "Retelling/ Summarizing," p. xvi)

### Expository Critique

Content Standards	<i>Summer Success: Reading Grade 8</i>
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	<b>Teacher's Edition:</b> pp. 9, 35, 36, 39, 65, 79-80, 83, 93, 101, 119, 131 (Also see "Understanding Text Structure," p. xiii)

## STANDARD 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### Structural Features of Literature

Content Standards	<i>Summer Success: Reading Grade 8</i>
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	The opportunity to address this standard is available in the <b>Read &amp; Write Together</b> activities for the poetry embedded in the program. (Also see "Understanding Text Structure," p. xiii)

## Narrative Analysis of Grade-Level-Appropriate Text

Content Standards	<i>Summer Success: Reading Grade 8</i>
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	<b>Teacher's Edition:</b> pp. 8, 12, 16, 20, 26, 30, 34, 38, <b>39</b> , 52, 56, 60, <b>65</b> , 70, 74, <b>78</b> , 82, 86, 96, 100, 104, 108, 114, 118, 122, 126, 130 (Also see "Comprehension Strategies," pp. xi-xvii and teaching notes for narrative text structure, pp. 39, 65, 78)
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	<u>This standard is not specifically addressed in the <i>Summer Success Reading</i> program.</u>  (See <b>Teacher's Edition</b> , character analysis on p. 30 and p. 70; "Strategy Focus," p. 38)
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	The opportunity to address this standard is available in the <b>Read Aloud</b> "Review" daily activities.
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	<b>Teacher's Edition:</b> pp. 4, 26, 48, 70, 92, 114
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	The opportunity to address this standard is available in <b>Read Aloud, Read &amp; Write Together, and Read &amp; Respond</b> . (Also see "Monitoring Understanding" strategy, p. xiv)

## Literary Criticism

Content Standards	<i>Summer Success: Reading Grade 8</i>
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	The opportunity to address this standard is available in <b>Read Aloud, Read &amp; Write Together, and Read &amp; Respond</b> . (Also see "Making Connections" strategy, p. xii)

## Writing

### STANDARD 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

Content Standards	<i>Summer Success: Reading Grade 8</i>
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	The opportunity to address this standard is available in the <b>Write Together</b> and <b>Write Independently</b> activities.
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	The opportunity to address this standard is available in the <b>Write Together</b> and <b>Write Independently</b> activities.
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	<b>Teacher's Edition:</b> pp. 102, 105, 123-124

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

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 8</i>
2.1 Write biographies, autobiographies, short stories, or narratives:  a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	The <b>Read &amp; Write Together</b> and <b>Write Independently</b> activities throughout the program can be expanded to address this standard.

Content Standards	<i>Summer Success: Reading Grade 8</i>
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Exhibit careful reading and insight in their interpretations.</li> <li>b. Connect the student's own responses to the writer's techniques and to specific textual references.</li> <li>c. Draw supported inferences about the effects of a literary work on its audience.</li> <li>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</li> </ul>	<p>The <b>Read &amp; Write Together</b> and <b>Write Independently</b> activities throughout the program can be expanded to address this standard.</p>

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

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Content Standards	<i>Summer Success: Reading Grade 8</i>
<p>2.2 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> <li>a. Interpret a reading and provide insight.</li> <li>b. Connect the students' own responses to the writer's techniques and to specific textual references.</li> <li>c. Draw supported inferences about the effects of a literary work on its audience.</li> <li>d. Support judgments through references to the text, other works, other authors, or personal knowledge.</li> </ul>	<p>The opportunity to address this standard is available in the following activities in the <b>Teacher's Edition</b>:</p> <p>“Build oral fluency,” pp. 10, 14, 18, 28, 32, 36, 40, 50, 54, 58, 62, 72, 76, 80, 84, 94, 98, 102, 106, 116, 120, 124, 128</p> <p>“Give oral presentations,” pp. 20, 42, 64, 86, 108, 130</p>



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