

AFTERSCHOOL ACHIEVERS:
READING CLUB © 2004

Grades K-5

correlated to

**Georgia's
Reading Performance
Standards**



EDUCATION GROUP

 A Houghton Mifflin Company

YOUR GEORGIA GREAT SOURCE REPRESENTATIVE

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Afterschool Achievers: Reading Club © 2004
correlated to
Georgia’s Reading Performance Standards
Kindergarten

CONCEPTS OF PRINT

ELAKR1

The student demonstrates knowledge of concepts of print.

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|--|--|
| <p>The student</p> <p>a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.</p> | <p>Instructor’s Guide: 92, 97, 127, 142</p> |
| <p>b. Demonstrates that print has meaning and represents spoken language in written form.</p> | <p>Instructor’s Guide: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 66, 68, 69, 70, 71, 73, 74, 75, 76, 78, 79, 80, 81, 83, 84, 85, 86, 88, 89, 90, 91, 93, 94, 95, 96, 98, 99, 100, 101, 103, 104, 105, 106, 108, 109, 110, 111, 113, 114, 115, 116, 118, 119, 120, 121, 123, 124, 125, 126, 128, 129, 130, 131, 133, 134, 135, 136, 138, 139, 140, 141, 143, 144, 145, 146, 148, 149, 150, 151, 153, 154, 155, 156, 158, 159, 160, 161, 163, 164, 165, 166, 168, 169, 170, 171, 173, 174, 175, 176, 178, 179, 180</p> |
| <p>c. Tracks text read from left to right and top to bottom.</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 26, 31, 36, 37, 41, 42, 46, 47, 51, 56, 57, 61, 62, 66, 71, 76, 81, 82, 87, 116, 117, 122, 127, 136, 137, 141, 142, 147, 152, 156, 157, 162, 167, 176, 177</p> |
| <p>d. Distinguishes among written letters, words, and sentences.</p> | <p>Instructor’s Guide: 14, 18, 21, 24, 29, 31, 36, 41, 46, 51, 61, 66, 69, 70, 71, 77, 81, 83, 84, 86, 89, 91, 93, 94, 99, 101, 103, 109, 112, 114, 119, 121, 124, 128, 129, 134, 138, 141, 144, 145, 148, 149, 153, 154, 155, 156, 159, 168</p> |
| <p>e. Recognizes that sentences in print are made up of separate words.</p> | <p>Instructor’s Guide: 21, 41, 56, 66, 76, 106, 111, 131</p> |
| <p>f. Begins to understand that punctuation and capitalization are used in all written sentences.</p> | <p>Instructor’s Guide: 18, 26, 41, 46, 56, 66, 76, 81, 106, 111, 121, 131, 141</p> |

PHONOLOGICAL AWARENESS

ELAKR2

The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|---|--|
| The student | Instructor's Guide: 1, 3, 4, 6, 8, 11, 13, 17, 18, 21, 23, 26, 31, 32, 33, 36, 38, 41, 45, 46, 48, 51, 52, 53, 56, 57, 58, 61, 62, 67, 71, 74, 76, 77, 81, 86, 88, 101, 106, 108, 111, 112, 121, 122, 138, 148, 173 |
| a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words. | |
| b. Identifies component sounds (phonemes and combinations of phonemes) in spoken words. | Instructor's Guide: 1, 3, 4, 6, 8, 11, 13, 17, 18, 21, 23, 26, 31, 32, 33, 36, 38, 41, 45, 46, 48, 51, 52, 53, 56, 57, 58, 61, 62, 67, 71, 74, 76, 77, 81, 86, 88, 101, 106, 108, 111, 112, 121, 122, 138, 148, 173 |
| c. Blends and segments syllables in spoken words. | Instructor's Guide: 9, 19, 29, 43, 63, 73, 83, 85, 103, 128, 133, 163 |
| d. Segments the phonemes in high frequency words. | Instructor's Guide: 1, 3, 4, 6, 8, 11, 13, 17, 18, 21, 23, 26, 31, 32, 33, 36, 38, 41, 45, 46, 48, 51, 52, 53, 56, 57, 58, 61, 62, 67, 71, 74, 76, 77, 81, 86, 88, 101, 106, 108, 111, 112, 121, 122, 138, 148, 173 |
| e. Blends spoken phonemes to make high frequency words. | Instructor's Guide: 34, 38, 39, 44, 49, 54, 59, 64, 69, 74, 79, 83, 84, 94, 98, 99, 104, 109, 114, 119, 124, 129, 134, 144, 145, 149, 154, 155 |

PHONICS

ELAKR3

The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|---|--|
| <p>The student</p> <p>a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.</p> | <p>Instructor's Guide: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 66, 68, 69, 70, 71, 73, 74, 75, 76, 78, 79, 80, 81, 83, 84, 85, 86, 88, 89, 90, 91, 93, 94, 95, 96, 98, 99, 100, 101, 103, 104, 105, 106, 108, 109, 110, 111, 113, 114, 115, 116, 118, 119, 120, 121, 123, 124, 125, 126, 128, 129, 130, 131, 133, 134, 135, 136, 138, 139, 140, 141, 143, 144, 145, 146, 148, 149, 150, 151, 153, 154, 155, 156, 158, 159, 160, 161, 163, 164, 165, 166, 168, 169, 170, 171, 173, 174, 175, 176, 178, 179, 180</p> |
| <p>b. Recognizes and names all uppercase and lowercase letters of the alphabet.</p> | <p>Instructor's Guide: 14, 24, 29, 31, 34, 39, 44, 49, 51, 54, 59, 64, 69, 70, 74, 79, 84, 89, 99, 104, 109, 114, 119, 121, 124, 128, 134, 139, 141, 144, 145, 148, 149, 154, 159, 164, 169, 174, 179</p> |
| <p>c. Matches all consonant and short-vowel sounds to appropriate letters.</p> | <p>Instructor's Guide: 1, 3, 4, 6, 8, 11, 13, 17, 18, 21, 23, 26, 31, 32, 33, 36, 38, 41, 45, 46, 48, 51, 52, 53, 56, 57, 58, 61, 62, 67, 71, 74, 76, 77, 81, 86, 88, 101, 106, 108, 111, 112, 121, 122, 138, 148, 173</p> |
| <p>d. Blends individual sounds to read one-syllable decodable words.</p> | <p>Instructor's Guide: 34, 38, 39, 44, 49, 54, 59, 64, 69, 74, 79, 83, 84, 94, 98, 99, 104, 109, 114, 119, 124, 129, 134, 144, 145, 149, 154, 155</p> |
| <p>e. Applies learned phonics skills when reading words and sentences in stories.</p> | <p>Instructor's Guide: 14, 18, 78, 113, 118, 138</p> |

FLUENCY

ELAKR4

The student demonstrates the ability to read orally with speed, accuracy, and expression.

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|---|--|
| <p>The student</p> <p>a. Reads previously taught high frequency words at the rate of 30 words correct per minute.</p> | <p>Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176</p> |

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|--|--|
| b. Reads previously taught grade-level text with appropriate expression. | Instructor's Guide: 1, 2, 5, 6, 7, 8, 10, 11, 12, 15, 16, 17, 20, 21, 22, 25, 26, 27, 30, 31, 32, 35, 36, 37, 40, 41, 42, 45, 46, 47, 50, 51, 52, 55, 56, 57, 60, 61, 62, 65, 66, 67, 70, 71, 72, 75, 76, 77, 80, 81, 82, 85, 86, 87, 90, 91, 92, 95, 96, 97, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 122, 125, 126, 127, 130, 131, 132, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167, 170, 171, 172, 175, 176, 177, 180 |

VOCABULARY

ELAKR5

The student acquires and uses grade-level words to communicate effectively.

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|---|--|
| The student a. Listens to a variety of texts and uses new vocabulary in oral language. | Instructor's Guide: 1, 2, 5, 6, 7, 8, 10, 11, 12, 15, 16, 17, 20, 21, 22, 25, 26, 27, 30, 31, 32, 35, 36, 37, 40, 41, 42, 45, 46, 47, 50, 51, 52, 55, 56, 57, 60, 61, 62, 65, 66, 67, 70, 71, 72, 75, 76, 77, 80, 81, 82, 85, 86, 87, 90, 91, 92, 95, 96, 97, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 122, 125, 126, 127, 130, 131, 132, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167, 170, 171, 172, 175, 176, 177, 180 |
| b. Discusses the meaning of words and understands that some words have multiple meanings. | Instructor's Guide: 4, 8, 9, 18, 28, 38, 43, 48, 58, 68, 78, 88, 93, 98, 108, 118, 128, 138, 148, 158, 168, 178 |

COMPRENSION

ELAKR6

The student gains meaning from orally presented text.

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|--|--|
| The student a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure. | Instructor's Guide: 1, 3, 5, 6, 11, 12, 16, 17, 21, 26, 31, 32, 36, 37, 41, 46, 51, 56, 61, 66, 71, 76, 77, 81, 82, 86, 91, 92, 97, 101, 106, 111, 112, 116, 121, 122, 126, 127, 131, 132, 136, 141, 142, 146, 147, 151, 152, 156, 161, 165, 166, 167, 171, 176 |
| b. Makes predictions from pictures and titles. | Instructor's Guide: 11, 19, 21, 25, 26, 27, 29, 31, 36, 41, 50, 52, 57, 73, 74, 90, 91, 111, 116, 120, 124, 126, 157, 158, 177 |
| c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text. | Instructor's Guide: 1, 6, 11, 16, 21, 25, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176 |

| Kindergarten Reading Performance Standards | Afterschool Achievers: Reading Club, Kindergarten |
|---|--|
| d. Begins to distinguish fact from fiction in a read-aloud text. | Instructor's Guide: 7, 10, 62, 65, 92, 95, 127, 130 |
| e. Retells familiar events and stories to include beginning, middle, and end. | Instructor's Guide: 27, 30, 47, 50, 87, 90, 102, 122, 125, 150, 157, 160, 167, 170, 172 |
| f. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text. | Instructor's Guide: 3, 5, 13, 14, 36, 43, 44, 56, 67, 75, 76, 82, 92, 142, 146, 171, 178 |
| g. Connects life experiences to read-aloud text. | Instructor's Guide: 2, 7, 12, 16, 17, 18, 25, 27, 32, 35, 36, 37, 38, 42, 43, 51, 52, 55, 56, 57, 60, 62, 65, 71, 72, 75, 78, 80, 82, 86, 92, 95, 97, 100, 101, 102, 105, 107, 111, 112, 122, 126, 131, 132, 135, 137, 140, 142, 146, 147, 151, 152, 156, 158, 161, 162, 165, 166, 167, 171, 176, 177 |
| h. Retells important facts in the student's own words. | Instructor's Guide: 27, 30, 47, 50, 87, 90, 102, 122, 125, 150, 157, 160, 167, 170, 172 |



Afterschool Achievers: Reading Club © 2004
correlated to
Georgia's Reading Performance Standards
First Grade

CONCEPTS OF PRINT

ELA 1 R 1

The student demonstrates knowledge of concepts of print.

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|---|--|
| The student | Instructor's Guide: 114, 124, 134, 139, 144, 149, 154, 164, 179 |
| a. Understands that there are correct spellings for words. | |
| b. Identifies the beginning and end of a paragraph. | |
| c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences. | Instructor's Guide: 51, 76, 81, 91, 112, 121, 132 |

PHONOLOGICAL AWARENESS

ELA 1 R 2

The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|---|--|
| The student | Instructor's Guide: 8, 13, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 54, 58, 59, 63, 64, 68, 69, 74, 78, 79, 83, 84, 88, 89, 94, 99, 104, 109, 114, 119, 124, 129, 139, 144, 149, 154, 158, 159, 169, 173, 174, 179 |
| a. Isolates beginning, middle, and ending sounds in single-syllable words. | |
| b. Identifies onsets and rimes in spoken one-syllable words. | |
| c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap). | |
| d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane). | Instructor's Guide: 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169 |

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|--|---|
| e. Orally blends two to four phonemes into recognizable and/or nonsense words. | Instructor's Guide: 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169 |
| f. Automatically segments one-syllable words into sounds. | Instructor's Guide: 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169 |

PHONICS

ELA 1 R 3

The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|---|---|
| The student | Instructor's Guide: 18, 19, 23, 24, 29, 34, 39, 43, 44, 49, 54, 59, 63, 64, 69, 74, 77, 79, 84, 88, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169 |
| a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels. | Instructor's Guide: 18, 19, 23, 24, 29, 34, 39, 43, 44, 49, 54, 59, 63, 64, 69, 74, 77, 79, 84, 88, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169 |
| b. Applies knowledge of letter-sound correspondence to decode new words. | Instructor's Guide: 18, 19, 23, 24, 29, 34, 39, 43, 44, 49, 54, 59, 63, 64, 69, 74, 77, 79, 84, 88, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169 |
| c. Reads words containing consonant blends and digraphs. | Instructor's Guide: 83, 84, 109, 119, 124, 129, 134, 139, 144, 154, 174, 179 |
| d. Reads words with inflectional endings. | Instructor's Guide: 113, 128, 133, 158, 169, 173 |
| e. Reads compound words and contractions in grade appropriate texts. | Instructor's Guide: 42, 46, 51, 56, 67, 75, 76, 81, 82, 86, 91, 106, 108, 112, 121, 126, 137, 143, 145, 150, 161, 171, 176 |
| f. Reads words containing vowel digraphs and r-controlled vowels. | Instructor's Guide: 1, 3, 4, 8, 11, 13, 14, 23, 24, 29, 33, 38, 43, 48, 53, 54, 63, 64, 73, 83, 93, 103, 113, 118, 123, 128, 133, 148, 153, 159, 163, 169, 173, 174, 179 |
| g. Uses spelling patterns to recognize words. | Instructor's Guide: 114, 124, 134, 139, 144, 149, 154, 164, 179 |
| h. Applies learned phonics skills when reading and writing words, sentences, and stories. | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 29, 31, 32, 34, 36, 37, 39, 41, 42, 43, 44, 46, 47, 49, 51, 52, 54, 56, 57, 59, 61, 62, 63, 64, 66, 67, 69, 71, 72, 74, 76, 77, 79, 81, 82, 84, 86, 87, 88, 89, 91, 92, 94, 96, 97, 99, 101, 102, 104, 106, 107, 109, 111, 112, 114, 116, 117, 119, 121, 122, 124, 126, 127, 129, 131, 132, 134, 136, 137, 139, 141, 142, 144, 146, 147, 149, 151, 152, 154, 156, 157, 159, 161, 162, 164, 166, 167, 169, 171, 172, 176, 177 |

FLUENCY

ELA 1 R 4

The student demonstrates the ability to read orally with speed, accuracy, and expression.

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|---|--|
| <p>The student</p> <p>a. Applies letter-sound knowledge to decode quickly and accurately.</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 12, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 29, 31, 32, 34, 36, 37, 39, 41, 42, 43, 44, 46, 47, 49, 51, 52, 54, 56, 57, 59, 61, 62, 63, 64, 66, 67, 69, 71, 72, 74, 76, 77, 79, 81, 82, 84, 86, 87, 88, 89, 91, 92, 94, 96, 97, 99, 101, 102, 104, 106, 107, 109, 111, 112, 114, 116, 117, 119, 121, 122, 124, 126, 127, 129, 131, 132, 134, 136, 137, 139, 141, 142, 144, 146, 147, 149, 151, 152, 154, 156, 157, 159, 161, 162, 164, 166, 167, 169, 171, 172, 176, 177</p> |
| <p>b. Automatically recognizes additional high frequency and familiar words within texts.</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177</p> |
| <p>c. Reads grade-level text with appropriate expression.</p> | <p>Instructor’s Guide: 1, 6, 11, 41, 51, 81, 86, 91, 111, 116, 136, 141, 156, 171</p> |
| <p>d. Reads first-grade text at a target rate of 60 words correct per minute.</p> | <p>Instructor’s Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176</p> |
| <p>e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177</p> |

VOCABULARY

ELA 1 R 5

The student acquires and uses grade-level words to communicate effectively.

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|---|--|
| The student | Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 56, 61, 66, 71, 76, 86, 91, 96, 101, 102, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 157, 161, 166, 171, 176 |
| a. Reads and listens to a variety of texts and uses new words in oral and written language. | |
| b. Recognizes grade-level words with multiple meanings. | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 2.</i>) |
| c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms). | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 2.</i>) |

COMPRENSION

ELA 1 R 6

The student uses a variety of strategies to understand and gain meaning from grade-level text.

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|--|---|
| The student | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |
| a. Reads and listens to a variety of texts for information and pleasure. | |
| b. Makes predictions using prior knowledge. | Instructor's Guide: 2, 32, 60, 92, 95, 106, 127, 130, 162, 165, 166 |
| c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text. | Instructor's Guide: 1, 2, 5, 6, 7, 10, 11, 12, 15, 16, 17, 20, 21, 22, 25, 26, 27, 30, 31, 32, 35, 36, 37, 40, 41, 42, 45, 46, 47, 50, 51, 52, 55, 56, 57, 60, 61, 62, 65, 66, 67, 70, 71, 72, 75, 76, 77, 80, 81, 82, 85, 86, 87, 90, 91, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 122, 125, 126, 127, 130, 131, 132, 135, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167, 170, 171, 172, 175, 176, 177, 180 |
| d. Retells stories read independently or with a partner. | Instructor's Guide: 10, 27, 30, 47, 50, 87, 90, 122, 125, 135, 137, 152, 156, 157, 160, 172 |
| e. Distinguishes fact from fiction in a text. | Instructor's Guide: 1, 61, 98, 128, 143 |

| First Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 1 |
|---|---|
| f. Makes connections between texts and/or personal experiences. | Instructor's Guide: 5, 6, 7, 12, 22, 26, 32, 35, 37, 41, 42, 45, 46, 52, 55, 56, 57, 60, 65, 67, 72, 76, 81, 82, 90, 92, 95, 107, 117, 127, 130, 136, 140, 141, 142, 146, 147, 150, 151, 155, 156, 162, 165, 171, 177 |
| g. Identifies the main idea and supporting details of informational text read or heard. | Instructor's Guide: 17, 22, 25, 42, 62, 65, 77, 82, 85, 97, 100, 117, 120, 132, 135, 147, 152, 155, 167, 170 |
| h. Self-monitors comprehension and rereads when necessary. | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |
| i. Recognizes cause-and-effect relationships in text. | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 2.</i>) |
| j. Identifies word parts to determine meanings. | Instructor's Guide: 108, 143 |
| k. Begins to use dictionary and glossary skills to determine word meanings. | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 3.</i>) |
| l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts. | Instructor's Guide: 27, 35, 47, 50, 71, 86, 87, 90, 111, 116, 122, 125, 136, 141, 156, 157, 161, 171 |
| m. Recognizes and uses graphic features and graphic organizers to understand text. | Instructor's Guide: 12, 17, 32, 52, 72, 75, 107, 142, 177, 92, 93, 99, 119, 132, 137, 167, 172 |



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correlated to
Georgia's Reading Performance Standards
Second Grade

PHONICS/WORD IDENTIFICATION

ELA 2 R 1

The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words.

| Second Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 2 |
|--|---|
| The student | Instructor's Guide: 4, 9, 13, 14, 19, 24, 28, 29, 33, 39, 44, 48, 49, 54, 58, 59, 64, 69, 74, 79, 84, 89, 94, 99, 103, 109, 114, 124, 129, 139, 144, 154, 159, 174 |
| a. Reads words containing blends, digraphs, and diphthongs. | |
| b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives. | Instructor's Guide: 3, 94, 104, 114, 149, 173 |
| c. Reads compound words and contractions in grade appropriate texts. | Instructor's Guide: 10, 11, 12, 16, 21, 36, 37, 45, 50, 61, 66, 71, 76, 78, 79, 101, 105, 106, 113, 117, 120, 121, 122, 123, 124, 125, 126, 129, 130, 131, 134, 135, 136, 137, 140, 145, 146, 150, 151, 157, 160, 161, 173, 176, 180 |
| d. Reads and spells words containing <i>r</i> -controlled vowels and silent letters. | Instructor's Guide: 84, 89, 99, 124, 129, 144, 154 |
| e. Reads and spells words containing irregular vowel patterns. | Instructor's Guide: 53, 99, 104, 109, 119, 133, 149, 163, 173 |
| f. Reads multisyllabic words. | Instructor's Guide: 4, 38, 99, 109, 153 |
| g. Applies learned phonics skills when reading and writing words, sentences, and stories. | Instructor's Guide: 4, 9, 13, 14, 19, 24, 29, 34, 39, 49, 54, 64, 69, 79, 84, 99, 109, 114, 124, 129, 139, 144, 154, 159, 169, 170, 174 |

FLUENCY

ELA 2 R 2

The student demonstrates the ability to read orally with speed, accuracy, and expression.

| Second Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 2 |
|--|---|
| The student | Instructor's Guide: 4, 9, 13, 14, 19, 24, 28, 29, 33, 39, 44, 48, 49, 54, 58, 59, 64, 69, 74, 79, 84, 89, 94, 99, 103, 109, 114, 124, 129, 139, 144, 154, 159, 174 |
| a. Applies letter-sound knowledge to decode quickly and accurately. | |
| b. Automatically recognizes additional high frequency and familiar words within texts. | Instructor's Guide: 4, 9, 19, 24, 34, 39, 49, 54, 64, 69, 79, 84, 109, 114, 124, 129, 139, 154, 159, 174 |
| c. Reads familiar text with expression. | Instructor's Guide: 1, 11, 16, 21, 26, 36, 41, 46, 51, 61, 66, 71, 76, 81, 91, 96, 106, 111, 116, 121, 126, 131, 136, 146, 156, 161, 166, 176 |
| d. Reads second-grade texts at a target rate of 90 words correct per minute. | Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176 |
| e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text. | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |

VOCABULARY

ELA 2 R 3

The student acquires and uses grade-level words to communicate effectively.

| Second Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 2 |
|--|---|
| The student | Instructor's Guide: 9, 11, 16, 36, 41, 46, 51, 56, 61, 66, 67, 131, 156, 161, 166, 176 |
| a. Reads a variety of texts and uses new words in oral and written language. | |
| b. Recognizes grade appropriate words with multiple meanings. | Instructor's Guide: 8, 28, 33, 168 |
| c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms. | Instructor's Guide: 3, 23, 33, 43, 63, 73, 83, 84, 89, 90, 103, 108, 123, 124, 138, 139, 143, 151, 154 |

| Second Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 2 |
|---|--|
| d. Determines the meaning of unknown words on the basis of context. | Instructor's Guide: 28, 38, 48, 67, 68, 70, 82, 85, 88, 91, 98, 108, 114, 116, 118, 148, 168, 170 |

COMPRENSION

ELA 2 R 4

The student uses a variety of strategies to gain meaning from grade-level text.

| Second Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 2 |
|--|---|
| The student | Instructor's Guide: 6, 10, 12, 15, 17, 22, 25, 27, 30, 32, 35, 50, 52, 55, 57, 60, 65, 71, 75, 76, 77, 81, 87, 90, 91, 96, 100, 101, 105, 111, 112, 115, 116, 117, 120, 121, 130, 137, 142, 145, 146, 151, 152, 155, 157, 160, 162, 165, 167, 171, 172, 175 |
| a. Reads a variety of texts for information and pleasure. | |
| b. Makes predictions from text content. | Instructor's Guide: 2, 5, 10, 16, 42, 45, 77, 122, 140 |
| c. Generates questions before, during and after reading. | Instructor's Guide: 11, 12, 36, 47, 52, 71, 92 |
| d. Recalls explicit facts and infers implicit facts. | Instructor's Guide: 2, 22, 25, 30, 35, 37, 40, 72, 75, 105, 107, 112, 115, 127, 137, 152, 155, 162, 172, 175, 177 |
| e. Summarizes text content. | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 3.</i>) |
| f. Distinguishes fact from fiction in a text. | Instructor's Guide: 60 |
| g. Interprets information from illustrations, diagrams, charts, graphs and graphic organizers. | Instructor's Guide: 2, 5, 17, 27, 32, 37, 48, 52, 72, 77, 92, 97, 107, 157, 177 |
| h. Makes connections between texts and/or personal experiences. | Instructor's Guide: 1, 7, 10, 26, 36, 37, 40, 42, 45, 47, 50, 51, 52, 60, 65, 71, 87, 90, 97, 106, 122, 127, 130, 165, 167, 171, 172, 175, 176 |
| i. Identifies and infers main idea and supporting details. | Instructor's Guide: 6, 32, 35, 72, 75, 112, 115, 152, 155, 172, 175 |
| j. Self-monitors comprehension and attempts to clarify meaning. | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |

| Second Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 2 |
|--|--|
| k. Identifies and infers cause-and-effect relationships. | Instructor's Guide: 17, 20, 57, 60, 97, 100, 137, 140, 162, 165 |
| l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts. | Instructor's Guide: 2, 5, 12, 16, 26, 27, 37, 40, 66, 77, 80, 106, 117, 120, 121, 131, 157, 160, 166, 177, 180 |
| m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales). | Instructor's Guide: 1, 6, 21, 26, 32, 72, 81, 96, 101, 111, 122, 126, 127, 136, 146, 151, 152, 161, 171 |
| n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text. | Instructor's Guide: 1, 32, 81 |
| o. Recognizes the author's purpose. | Instructor's Guide: 1, 11, 16, 21, 26, 41, 51, 56, 66, 71, 72, 86, 91, 96, 107, 111, 116, 146, 147, 151, 162, 171 |
| p. Uses word parts to determine meanings. | Instructor's Guide: 113, 123, 124, 129, 134, 173 |
| q. Uses dictionary, thesaurus, and glossary skills to determine word meanings. | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 3.</i>) |



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correlated to
Georgia’s Reading Performance Standards
Third Grade

FLUENCY

ELA 3 R 1

The student demonstrates the ability to read orally with speed, accuracy, and expression.

| Third Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 3 |
|---|---|
| The student a. Applies letter-sound knowledge to decode unknown words quickly and accurately. | Instructor’s Guide: 4, 9, 19, 24, 34, 39, 49, 54, 63, 64, 69, 79, 84, 94, 99, 114, 124, 129, 139, 144, 154, 159, 169, 174 |
| b. Reads familiar text with expression. | Instructor’s Guide: 1, 6, 11, 16, 21, 31, 41, 46, 51, 56, 66, 76, 81, 86, 91, 96, 101, 116, 131, 136, 141, 146, 151, 156, 161, 166, 176 |
| c. Reads third-grade text at a target rate of 120 words correct per minute. | Instructor’s Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176 |
| d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level texts. | Instructor’s Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |

VOCABULARY

ELA 3 R 2

The student acquires and uses grade-level words to communicate effectively.

| Third Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 3 |
|---|--|
| The student a. Reads literary and informational texts and incorporates new words into oral and written language. | Instructor’s Guide: 1, 6, 11, 16, 21, 26, 36, 41, 46, 51, 56, 61, 66, 67, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 176 |

| Third Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 3 |
|--|--|
| b. Uses grade-appropriate words with multiple meanings. | Instructor's Guide: 33, 88, 124, 139, 143 |
| c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms. | Instructor's Guide: 3, 22, 33, 34, 39, 43, 48, 53, 58, 64, 69, 73, 78, 83, 84, 103, 109, 113, 118, 123, 127, 129, 144, 153, 178 |
| d. Identifies the meaning of common idioms and figurative phrases, and incorporates them into oral and written language. | Instructor's Guide: 126, 146, 147, 156 |
| e. Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly). | Instructor's Guide: 4, 9, 14, 18, 19, 23, 24, 29, 33, 34, 39, 44, 49, 53, 54, 58, 59, 69, 74, 78, 93, 94, 98, 99, 100, 104, 113, 114, 118, 124, 129, 133, 134, 138, 139, 143, 144, 149, 150, 154, 158, 159, 164, 165, 169, 173, 179 |
| f. Determines the meaning of unknown words on the basis of context. | Instructor's Guide: 13, 22, 25, 67, 70, 88, 108, 113, 118, 127, 128, 130, 148, 156, 168, 176, 177, 180 |

COMPRENSION

ELA 3 R 3

The student uses a variety of strategies to gain meaning from grade-level text.

| Third Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 3 |
|--|---|
| The student | Instructor's Guide: 2, 10, 22, 27, 30, 42, 47, 50, 60, 62, 65, 72, 75, 77, 80, 82, 85, 87, 90, 92, 95, 97, 102, 105, 107, 110, 111, 112, 115, 117, 120, 122, 125, 126, 127, 130, 132, 135, 140, 142, 145, 150, 152, 155, 157, 160, 162, 167, 170, 171, 172, 177 |
| a. Reads a variety of texts for information and pleasure. | |
| b. Makes predictions from text content. | Instructor's Guide: 2, 5, 37, 42, 82, 85, 117, 122, 125 |
| c. Generates questions to improve comprehension. | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |
| d. Distinguishes fact from opinion. | Instructor's Guide: 137, 140, 166, 167, 170 |
| e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts. | Instructor's Guide: , 11, 12, 21, 31, 36, 37, 40, 41, 51, 66, 76, 77, 80, 81, 86, 91, 101, 116, 117, 120, 121, 131, 141, 147, 148, 151, 157, 160, 162, 166, 176 |

| Third Grade Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 3 |
|---|---|
| f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text. | Instructor's Guide: , 11, 12, 21, 31, 36, 37, 40, 41, 51, 66, 76, 77, 80, 81, 86, 91, 101, 116, 117, 120, 121, 131, 141, 147, 148, 151, 157, 160, 162, 166, 176 |
| g. Summarizes text content. | Instructor's Guide: 152, 155, 157, 160, 172, 175 |
| h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers. | Instructor's Guide: 12, 17, 32, 42, 48, 52, 63, 82, 84, 88, 92, 93, 118, 132, 138, 143, 164, 173, 174 |
| i. Makes connections between texts and/or personal experiences. | Instructor's Guide: 2, 7, 10, 12, 21, 30, 36, 37, 40, 42, 47, 50, 55, 66, 76, 81, 82, 87, 90, 91, 95, 97, 102, 105, 107, 110, 112, 115, 122, 125, 131, 135, 140, 141, 145, 167, 176 |
| j. Identifies and infers main idea and supporting details. | Instructor's Guide: 32, 35, 37, 72, 75, 112, 115, 152, 155, 172, 175 |
| k. Self-monitors comprehension to clarify meaning. | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |
| l. Identifies and infers cause-and-effect relationships and draws conclusions. | Instructor's Guide: 17, 20, 57, 60, 97, 162 |
| m. Recalls explicit facts and infers implicit facts. | Instructor's Guide: 35, 42, 65, 72, 75, 80, 87, 102, 107, 110, 112, 115, 117, 142, 147, 152, 155, 157, 172, 175 |
| n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry). | Instructor's Guide: 11, 16, 26, 31, 51, 61, 62, 91, 101, 106, 110, 111, 117, 126, 131, 136, 137, 146, 147, 161, 171, 174 |
| o. Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text. | Instructor's Guide: 31, 51, 52, 56 |
| p. Recognizes the author's purpose. | Instructor's Guide: 1, 6, 11, 21, 26, 27, 31, 36, 41, 46, 56, 66, 75, 76, 80, 96, 97, 101, 121, 136, 161, 171 |
| q. Formulates and defends an opinion about a text. | Instructor's Guide: 137, 140, 166, 167, 170 |
| r. Applies dictionary, thesaurus, and glossary skills to determine word meanings. | Instructor's Guide: 1, 11, 12, 21, 31, 36, 37, 40, 41, 51, 66, 76, 77, 80, 81, 86, 91, 101, 116, 117, 120, 121, 131, 141, 147, 148, 151, 157, 160, 162, 166, 176 |

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correlated to

Georgia’s Reading Performance Standards

Grade Four

ELA 4 R 1

The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

| Grade Four Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 4 |
|---|---|
| <p>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>a. Relates theme in works of fiction and nonfiction to personal experience.</p> | <p>Instructor’s Guide: 7, 10, 12, 15, 27, 30, 52, 55, 56, 62, 66, 67, 71, 72, 81, 82, 86, 87, 90, 92, 95, 102, 105, 112, 117, 137, 140, 142, 145, 147, 156, 161, 162, 165, 175, 176, 177</p> |
| <p>b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.</p> | <p>Instructor’s Guide: 6, 46, 61, 72, 87, 90, 91, 92, 95, 111, 112, 115, 117, 136, 141, 146, 147, 150, 151, 162, 166, 170, 176</p> |
| <p>c. Identifies the speaker of a poem or story.</p> | <p>Instructor’s Guide: 42, 151</p> |
| <p>d. Identifies sensory details and figurative language.</p> | <p>Instructor’s Guide: 31, 46, 56, 61, 111, 122, 136, 146, 176, 178</p> |
| <p>e. Identifies and shows the relevance of foreshadowing clues.</p> | <p>No specific activity addresses this objective.</p> |
| <p>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> | <p>Instructor’s Guide: 6, 46, 61, 72, 87, 90, 91, 92, 95, 111, 112, 115, 117, 136, 141, 146, 147, 150, 151, 162, 166, 170, 176</p> |
| <p>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p> | <p>No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 5.</i>)</p> |
| <p>h. Identifies themes and lessons in folktales, tall tales, and fables.</p> | <p>No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 5.</i>)</p> |
| <p>i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.</p> | <p>Instructor’s Guide: 21, 104, 121, 178</p> |

| Grade Four Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 4 |
|---|---|
| For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that: a. Locates facts that answer the reader’s questions. | Instructor’s Guide: 5, 35, 45, 65, 70, 80, 85, 100, 130, 135, 152, 157, 160 |
| b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). | Instructor’s Guide: 42, 62, 65 |
| c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations). | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 1.</i>) |
| d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect). | Instructor’s Guide: 37, 52, 67, 70, 100, 115 |
| e. Distinguishes cause from effect in context. | Instructor’s Guide: 52, 112, 115 |
| f. Summarizes main ideas and supporting details. | Instructor’s Guide: 2, 5, 45, 62, 65, 127, 130, 132, 135 |
| g. Makes perceptive and well-developed connections. | Instructor’s Guide: 52, 62, 67, 105, 142, 145, 156 |
| h. Distinguishes fact from opinion or fiction. | Instructor’s Guide: 32, 35, 47, 50, 102, 105, 107, 142, 145 |

E L A 4 R 2

| Grade Four Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 4 |
|--|---|
| The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and nonfiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers. | Instructor’s Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |

ELA 4 R 3

The student understands and acquires new vocabulary and uses it correctly in reading and writing.

| Grade Four Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 4 |
|---|---|
| The student | Instructor's Guide: 1, 2, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176 |
| a. Reads a variety of texts and incorporates new words into oral and written language. | |
| b. Determines the meaning of unknown words using their context. | Instructor's Guide: 3, 8, 18, 28, 33, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 149, 158, 168 |
| c. Identifies the meaning of common root words to determine the meaning of unfamiliar words. | Instructor's Guide: 4, 8, 13, 14, 18, 23, 24, 28, 29, 33, 38, 44, 49, 53, 54, 59, 64, 73, 74, 75, 78, 89, 93, 94, 99, 103, 104, 109, 113, 119, 124, 133, 134, 144, 149, 153, 154, 155, 158, 159, 164, 169, 173, 179, 180 |
| d. Determines meanings of words and alternate word choices using a dictionary or thesaurus. | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 5.</i>) |
| e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-). | Instructor's Guide: 4, 8, 13, 14, 18, 23, 24, 28, 29, 33, 38, 44, 49, 53, 54, 59, 64, 73, 74, 75, 78, 89, 93, 94, 99, 103, 104, 109, 113, 119, 124, 133, 134, 144, 149, 153, 154, 155, 158, 159, 164, 169, 173, 179, 180 |
| f. Identifies the meaning of common idioms and figurative phrases. | Instructor's Guide: 118, 178 |
| g. Identifies playful uses of language (e.g., puns, jokes, palindromes). | Instructor's Guide: 21, 22 |
| h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence. | Instructor's Guide: 33 |
| i. Identifies and applies the meaning of the terms antonym, synonym, and homophone | Instructor's Guide: 3, 9, 13, 24, 34, 54, 63, 64, 94, 98, 99, 108, 114, 139, 143, 154, 168, 173 |

ELA 4 R 4

The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners.

| Grade Four Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 4 |
|---|--|
| <p>The student</p> <p>a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.</p> | <p>Instructor’s Guide: 3, 4, 8, 18, 19, 24, 28, 33, 34, 38, 39, 48, 49, 54, 58, 64, 68, 69, 78, 79, 84, 88, 94, 98, 99, 108, 109, 114, 124, 128, 129, 138, 139, 144, 148, 149, 154, 158, 159, 168, 169, 174</p> |
| <p>b. Uses self-correction when subsequent reading indicates an earlier miscue (self- monitoring and self- correcting strategies).</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177</p> |
| <p>c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</p> | <p>Instructor’s Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176</p> |

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correlated to

Georgia’s Reading Performance Standards

Grade Five

ELA 4 R 1

The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

| Grade Five Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 5 |
|---|--|
| <p>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <p>a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 21, 37, 40, 46, 52, 61, 62, 65, 66, 67, 71, 72, 75, 76, 77, 80, 82, 85, 86, 101, 102, 105, 116, 117, 120, 121, 131, 146, 156, 157, 160, 161, 176, 177, 180</p> |
| <p>b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.</p> | <p>Instructor’s Guide: 1, 2, 161, 176, 177</p> |
| <p>c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version</p> | <p>Instructor’s Guide: 177</p> |
| <p>d. Relates a literary work to information about its setting (historically or culturally).</p> | <p>Instructor’s Guide: 37, 117, 172</p> |
| <p>e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.</p> | <p>Instructor’s Guide: 1, 6, 11, 16, 21, 26, 27, 30, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 78, 81, 86, 91, 96, 101, 106, 107, 111, 116, 118, 121, 126, 131, 136, 141, 146, 147, 150, 151, 156, 161, 166, 171, 176</p> |
| <p>f. Identifies and analyzes the author’s use of dialogue and description.</p> | <p>Instructor’s Guide: 11, 21, 46, 61, 66, 76, 86, 101, 102, 116, 117, 126, 131, 132, 146, 156, 157, 176</p> |
| <p>g. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.</p> | <p>Instructor’s Guide: 6, 37, 62, 77</p> |

| Grade Five Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 5 |
|---|--|
| <p>h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.</p> <p>i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)</p> <p>ii. Figurative language (e.g., personification, metaphor, simile, hyperbole)</p> <p>iii. Graphics (e.g., capital letters, line length).</p> | <p>Instructor’s Guide: 26, 27, 30, 36, 78, 106, 107, 118, 147, 150</p> |
| <p>i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 21, 37, 40, 46, 52, 61, 62, 65, 66, 67, 71, 72, 75, 76, 77, 80, 82, 85, 86, 101, 102, 105, 116, 117, 120, 121, 131, 146, 156, 157, 160, 161, 176, 177, 180</p> |
| <p>j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</p> | <p>Instructor’s Guide: 1, 2, 6, 7, 11, 21, 37, 40, 46, 52, 61, 62, 65, 66, 67, 71, 72, 75, 76, 77, 80, 82, 85, 86, 101, 102, 105, 116, 117, 120, 121, 131, 146, 156, 157, 160, 161, 176, 177, 180</p> |
| <p>k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.</p> | <p>Instructor’s Guide: 26, 27, 36, 78, 107, 118, 147, 150</p> |
| <p><u>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</u></p> <p>a. Locates facts that answer the reader’s questions.</p> | <p>Instructor’s Guide: 17, 20, 32, 35, 42, 55, 57, 71, 72, 75, 91, 92, 95, 100, 112, 115, 117, 120, 125, 130, 137, 140, 145, 150, 152, 155, 157, 160, 166, 170, 171, 172, 175</p> |
| <p>b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).</p> | <p>Instructor’s Guide: 32, 72, 112, 115</p> |
| <p>c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).</p> | <p>No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 1.</i>)</p> |
| <p>d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p> | <p>Instructor’s Guide: 17, 20, 57, 137, 140, 145, 167, 170</p> |
| <p>e. Distinguishes cause from effect in context.</p> | <p>Instructor’s Guide: 17, 20, 137, 140</p> |
| <p>f. Identifies and analyzes main ideas, supporting ideas, and supporting details.</p> | <p>Instructor’s Guide: 32, 35, 72, 75, 112, 115, 152, 155, 172, 175</p> |
| <p>g. Makes perceptive and well-developed connections.</p> | <p>Instructor’s Guide: 35, 36, 55, 91, 145, 170, 172</p> |

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| h. Relates new information to prior knowledge and experience and makes connections to related topics or information. | Instructor's Guide: 2, 6, 7, 10, 11, 21, 22, 25, 35, 36, 47, 50, 55, 61, 62, 66, 67, 70, 71, 82, 85, 87, 91, 101, 102, 105, 106, 131, 132, 141, 145, 146, 161, 162, 170, 172 |

ELA 4 R 2

| Grade Five Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 5 |
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| The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and nonfiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers. | Instructor's Guide: 71, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177, 180 |

ELA 4 R 3

The student understands and acquires new vocabulary and uses it correctly in reading and writing.

| Grade Five Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 5 |
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| The student | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |
| a. Reads a variety of texts and incorporates new words into oral and written language. | |
| b. Determines the meaning of unfamiliar words using context clues (e.g., definition example). | Instructor's Guide: 12, 15, 21, 26, 32, 35, 38, 67, 70, 72, 75, 82, 112, 115, 130, 141, 152, 162, 165, 172, 175, 177 |
| c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes. | Instructor's Guide: 4, 8, 9, 14, 19, 24, 29, 33, 34, 39, 43, 44, 49, 53, 54, 58, 59, 60, 63, 64, 69, 74, 79, 83, 89, 90, 99, 103, 109, 110, 112, 114, 119, 123, 124, 129, 133, 134, 135, 139, 143, 144, 149, 153, 154, 158, 159, 164, 168, 169, 174, 178, 179 |
| d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses. | Instructor's Guide: 12, 38, 43, 49, 54, 59, 134, 138 |
| e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-). | Instructor's Guide: 29, 54, 99, 110, 124, 149, 154, 169, 174, 178 |

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|---|---|
| f. Identifies the meaning of common idioms and figurative phrases. | Instructor's Guide: 36, 38, 78, 79, 118 |
| g. Identifies playful uses of language (e.g., puns, jokes, palindromes). | No specific activity addresses this objective. (See <i>Afterschool Achievers: Reading Club, Grade 4.</i>) |
| h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence. | Instructor's Guide: 38, 83, 98, 103 |
| i. Identifies and applies the meaning of the terms antonym, synonym, and homophone. | Instructor's Guide: 3, 4, 9, 18, 38, 39, 49, 54, 63, 69, 73, 79, 83, 84, 94, 98, 103, 109, 114, 123, 129, 138, 139, 143, 158, 163, 173, 174, 178 |

ELA 4 R 4

The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners.

| Grade Five Reading Performance Standards | Afterschool Achievers: Reading Club, Grade 5 |
|---|---|
| The student | Instructor's Guide: 4, 9, 11, 19, 24, 34, 39, 49, 54, 64, 69, 79, 84, 94, 99, 109, 114, 124, 129, 139, 143, 144, 162, 165, 169, 174 |
| a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. | |
| b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies). | Instructor's Guide: 1, 2, 6, 7, 11, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177 |
| c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody). | Instructor's Guide: 1, 6, 11, 16, 21, 26, 27, 30, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 78, 81, 86, 91, 96, 101, 106, 107, 111, 116, 118, 121, 126, 131, 136, 141, 146, 147, 150, 151, 156, 161, 166, 171, 176 |



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