

Afterschool Achievers: Reading Club © 2004/2003

correlated to

New Jersey
Language Arts Literary
Academic & Professional
Standards

Grades K-5



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Afterschool Achievers: Reading Club © 2004
 correlated to
New Jersey Academic & Professional Standards
Language Arts Literary
(Reading, Writing, Speaking and Listening)
Kindergarten

S t a n d a r d 3 . 1
R e a d i n g

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade K
<p><i>A. Concepts About Print</i></p> <p>1. Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).</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>2. Distinguish letters from words.</p>	<p>Instructor’s Guide: n/a</p>
<p>3. Recognize that words are separated by spaces.</p>	<p>The opportunity to address this objective is available on the following pages: 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>4. Follow words left to right and from top to bottom.</p>	<p>Instructor’s Guide: 1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46, 50, 51, 55, 56, 60, 61, 65, 66, 70, 71, 75, 76, 80, 81, 85, 86, 90, 91, 95, 96, 100, 101, 105, 106, 110, 111, 115, 116, 120, 121, 125, 126, 130, 131, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 160, 161, 165, 166, 170, 171, 175, 176</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade K
5. Recognize that print represents spoken language.	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
6. Demonstrate understanding of the function of a book and its parts, including front and back and title page.	Instructor's Guide: n/a
<i>B. Phonological Awareness (includes phonemic awareness)</i> 1. Demonstrates understanding that spoken words consist of sequences of phonemes.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 54, 89, 114, 119, 134, 149
2. Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.	Instructor's Guide: 3, 4, 9, 13, 19, 23, 28, 29, 33, 34, 39, 43, 44, 49, 53, 54, 59, 63, 69, 73, 74, 79, 83, 84, 89, 94, 99, 104, 109, 114, 119, 124, 128, 133, 134, 144, 148, 154, 163
3. Understand that the sequence of letters in written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).	Instructor's Guide: The opportunity to address this objective is available throughout the text.
4. Learn many, though not all, one-to-one letter-sound correspondences.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 14, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 134, 139, 144, 149, 154
5. Given a spoken word, produce another word that rhymes with it.	Instructor's Guide: 3, 4, 8, 13, 23, 45
<i>C. Decoding and Word Recognition</i> 1. Recognize some words by sight.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
2. Recognize and name most uppercase and lowercase letters of the alphabet.	Instructor's Guide: 159, 164, 169, 174, 179
3. Recognize and read one's name.	Instructor's Guide: n/a
<i>D. Fluency</i> 1. Practice reading behaviors such as retelling, reenacting, or dramatizing stories.	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

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade K
2. Recognize when a simple text fails to make sense when listening to a story read aloud.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 2, 7, 12, 17, 27, 32, 37, 47, 52, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 142, 147, 152, 157, 162, 167, 172, 177
3. Attempt to follow along in book when listening to a story read aloud.	Instructor's Guide: n/a
4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).	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, 67, 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>E. Reading Strategies (before, during, and after reading)</i>	
1. Begin to track or follow print when listening to a familiar text being read.	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
2. Think ahead and make simple predictions about text.	Instructor's Guide: n/a
3. Use picture clues to aid understanding of story content.	Instructor's Guide: n/a
4. Relate personal experiences to story characters', experiences, language, customs, and cultures with assistance from teacher.	Instructor's Guide: 42, 57, 137, 162
5. "Read" familiar texts from memory, not necessarily verbatim from the print alone.	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
<i>F. Vocabulary and Concept Development</i>	
1. Continue to develop a vocabulary through meaningful, concrete experiences.	Instructor's Guide: n/a
2. Identify and sort words in basic categories.	Instructor's Guide: 28, 33, 53, 73, 88, 93, 113, 133, 138, 153, 173, 178
3. Explain meanings of common signs and symbols.	Instructor's Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade K
4. Use new vocabulary and grammatical construction in own speech.	Instructor's Guide: n/a
<i>G. Comprehension Skills and Response to Text</i>	
1. Respond to a variety of poems and stories through movement, art, music, and drama.	Instructor's Guide: n/a
2. Verbally identify the main character, setting, and important events in a story read aloud.	Instructor's Guide: 22, 82, 117, 152
3. Identify favorite books and stories.	Instructor's Guide: n/a
4. Retell a story read aloud using main characters and events.	Instructor's Guide: 22, 82, 117, 152
5. Participate in shared reading experiences.	The opportunity to address this objective is available on the following pages: 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
6. Make predictions based on illustrations or portions of stories.	Instructor's Guide: n/a
<i>H. Inquiry and Research</i>	
Within this section there are no available matches.	

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade K
A. <i>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</i>	Within this section there are no available matches.
B. <i>Writing as a Product (resulting in a product or publication)</i>	Within this section there are no available matches.
C. <i>Mechanics, Spelling, and Handwriting</i>	Instructor's Guide: The opportunity to address this objective is available throughout the text.
1. Use letter/sound knowledge in attempting to write (print) some words.	
2. Spell own name.	Instructor's Guide: n/a
3. Recognize and begin to use left-to-right and top-to-bottom directionally and spacing between words when writing.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
4. Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.	Instructor's Guide: n/a
5. Write all uppercase and lowercase letters of the alphabet from teacher copy.	Instructor's Guide: n/a
D. <i>Writing Forms, Audiences and Purposes (exploring a variety of writing)</i>	Instructor's Guide: 2, 7, 12, 17, 27, 32, 37, 47, 52, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 142, 147, 152, 157, 162, 167, 172, 177
1. Communicate personal response to literature through drawing, telling, or writing.	
2. Show and talk about favorite work samples (drawing or writing) with teacher and family.	Instructor's Guide: n/a

Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade K
<p><i>A. Discussion</i></p> <p>1. Share experiences and express ideas.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p>2. Participate in conversations with peers and adults.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p>3. React to stories, poems, and songs.</p>	<p>Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177</p>
<p><i>B. Questioning (Inquiry) and Contributing</i></p> <p>1. Share in conversations with others.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p>2. Use oral language to extend learning.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p><i>C. Word Choice</i></p> <p>1. Use language to describe feelings, people, objects, and events.</p>	<p>Instructor's Guide: n/a</p>
<p>2. Suggest rhyming words during word play, songs, or read-aloud.</p>	<p>Instructor's Guide: 3, 4, 13, 33, 53</p>
<p><i>D. Oral Presentations</i></p> <p>1. Sing familiar songs and rhymes to promote oral language development.</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>2. Begin to use social conventions of language.</p>	<p>Instructor's Guide: n/a</p>

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade K
<p><i>A. Active Listening</i></p> <p>1. Listen fully to understand instructions or hear daily messages.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p>2. Listen to identify main characters and events in stories.</p>	<p>The opportunity to address this objective is available on the following pages: Instructor's Guide: 2, 22, 37, 67, 82, 102, 117, 152, 172</p>
<p>3. Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.</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><i>B. Listening Comprehension</i></p> <p>1. Listen attentively to books teacher reads to class.</p>	<p>Instructor's Guide: n/a</p>
<p>2. Answer questions correctly about books read aloud.</p>	<p>Instructor's Guide: n/a</p>



Afterschool Achievers: Reading Club © 2004
 correlated to
New Jersey Academic & Professional Standards
Language Arts Literary
(Reading, Writing, Speaking and Listening)
Grade 1

S t a n d a r d 3 . 1
R e a d i n g

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
<p><i>A. Concepts About Print</i></p> <p>1. Match oral words to printed words (e.g., pointing to print as one reads).</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>2. Practice reading print in the environment at school and at home with assistance.</p>	<p>Instructor's Guide: n/a</p>
<p>3. Locate and identify the title, author, and illustrator of a book or reading selection.</p>	<p>Instructor's Guide: n/a</p>
<p>4. Interpret simple graphs, charts, and diagrams.</p>	<p>Instructor's Guide: n/a</p>
<p><i>B. Phonological Awareness (includes phonemic awareness)</i></p> <p>1. Demonstrates understanding of all sound-symbol relationships.</p>	<p>The opportunity to address this objective is available on the following pages: Instructor's Guide: 4, 9, 14, 19, 23, 24, 28, 29, 34, 39, 44, 49, 54, 58, 59, 63, 64, 68, 69, 74, 79, 84, 89, 94, 99, 104, 108, 109, 113, 114, 119, 124, 129, 134, 143, 144, 164, 178</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
2. Blend or segment the phonemes of most one-syllable words.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
3. Listen and identify the number of syllables in a word.	Instructor's Guide: n/a
4. Merge spoken segments into words.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can).	Instructor's Guide: 119, 124, 129, 139, 144, 154, 159, 164, 169, 174, 179
<i>C. Decoding and Word Recognition</i> 1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).	The opportunity to address this objective is available on the following pages: Instructor's Guide: 23, 24, 29, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89
2. Recognize and use rhyming words to reinforce decoding skills.	Instructor's Guide: 3, 4, 8, 9, 13, 14, 28, 33, 48, 73
3. Decode regular one-syllable words and nonsense words. (e.g., sit, zot).	Instructor's Guide: n/a
4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.	The opportunity to address this objective is available on the following pages: 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
5. Recognize high frequency words in and out of context.	Instructor's Guide: n/a
6. Decode unknown words using basic phonetic analysis.	The opportunity to address this objective is available on the following pages: 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

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
7. Decode unknown words using context clues.	The opportunity to address this objective is available on the following pages: 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
<i>D. Fluency</i>	
1. Answer questions correctly that are posed about stories read.	Instructor's Guide: 5, 10, 15, 20, 25, 30, 35, 40, 50, 55, 60, 65, 75, 80, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 150, 160, 167, 170, 180
2. Begin to read simple text with fluency.	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
3. Read with fluency both fiction and nonfiction that is grade-level appropriate.	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
<i>E. Reading Strategies</i>	
1. Uses prior knowledge to make sense of text.	Instructor's Guide: n/a
2. Establish a purpose for reading and adjust reading rate.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 2, 5, 7, 10, 12, 15, 17, 20, 22, 25, 27, 30, 32, 35, 40, 42, 45, 47, 50, 52, 55, 57, 60, 62, 65, 67, 70, 72, 75, 77, 80, 82, 85, 87, 90, 92, 95, 97, 100, 102, 105, 107, 110, 112, 115, 117, 120, 122, 125, 127, 130, 132, 135, 137, 140, 142, 145, 146, 147, 150, 152, 155, 157, 160, 162, 165, 167, 170, 172, 175, 177, 180
3. Use pictures as cues to check for meaning.	Instructor's Guide: n/a
4. Check to see if what is being read makes sense.	The opportunity to address this objective is available on the following pages: 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
5. Monitor their reading by using fix-up strategies (e.g. search for clues).	Instructor's Guide: n/a
6. Use graphic organizers to build on experiences and extend learning.	Instructor's Guide: 93, 137, 172,

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
7. Begin to apply study skills strategies (e.g., survey, question, read, recite, and review-SQ3R) to assist with retention and new learning.	Instructor's Guide: n/a
<i>F. Vocabulary and Concept Development</i>	Within this section there are no available matches.
<i>G. Comprehension Skills and Response to Text</i>	
1. Draw simple conclusions from information gathered from pictures, print and people.	Instructor's Guide: n/a
2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.	The opportunity to address this objective is available on the following pages: 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
3. Sequence information learned from text into a logical order to retell facts.	Instructor's Guide: 2, 5, 7, 37, 40, 67, 70, 102, 105, 137, 140, 172, 175
4. Identify, describe, compare, and contrast the elements of plot, setting, and characters.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 42, 47, 52, 72, 77, 82, 87, 112, 117, 122, 127, 132, 147, 152, 157, 162, 167
5. Make simple inferences.	Instructor's Guide: n/a
6. Read regularly in independent-level materials.	Instructor's Guide: n/a
7. Engage in silent independent reading for specific purposes.	Instructor's Guide: n/a
<i>H. Inquiry and Research</i>	Within this section there are no available matches.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
A. <i>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</i>	Within this section there are no available matches.
B. <i>Writing as a Product (resulting in a product or publication)</i>	Within this section there are no available matches.
C. <i>Mechanics, Spelling, and Handwriting</i>	Instructor's Guide: n/a
1. Write all upper and lowercase letters of the alphabet from memory.	
2. Begin to use basic punctuation and capitalization.	Instructor's Guide: n/a
3. Apply sound/symbol relationships to writing words.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
4. Use developmental spelling or phonics-based knowledge to spell independently, when necessary.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
5. Develop awareness for conventional spelling.	Instructor's Guide: n/a
6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.	Instructor's Guide: n/a
D. <i>Writing Forms, Audiences and Purposes (exploring a variety of writing)</i>	Instructor's Guide: n/a
1. Create written texts for others to read.	
2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177

Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
<p><i>A. Discussion</i></p> <p>4. Speak in complete sentences.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p>5. Offer personal opinions in discussion and retell personal experiences.</p>	<p>Instructor's Guide: 11, 22, 32, 42, 47, 52</p>
<p>6. Role-play situations and dramatize story events.</p>	<p>Instructor's Guide: n/a</p>
<p><i>B. Questioning (Inquiry) and Contributing</i></p> <p>1. Respond to ideas and questions posed by others.</p>	<p>Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177</p>
<p>2. Ask and answer various types of questions.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p><i>C. Word Choice</i></p> <p>1. Attempt to use new vocabulary learned from shared literature and classroom experiences.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p>2. Use descriptive words to clarify and extend ideas.</p>	<p>Instructor's Guide: n/a</p>
<p><i>D. Oral Presentations</i></p> <p>1. Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).</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>2. Participate in choral reading to develop phonemic awareness, oral language, and fluency.</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>4. Retell a story to check for understanding.</p>	<p>Instructor's Guide: 22, 27, 30, 47, 50, 82, 87, 90, 117, 122, 125, 152, 157, 160</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
4. Read aloud from developmentally appropriate texts with attention to expression.	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

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
<i>A. Active Listening</i>	Instructor's Guide: The opportunity to address this objective is available throughout the text.
1. Listen and respond appropriately to directions.	
2. Listen to hear initial, final, and eventually middle sounds in words.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 79, 83, 84, 88, 89, 94, 99, 104, 108, 109, 113, 114, 118, 119, 123, 124, 128, 129, 134, 139, 140, 143, 144, 149, 159, 164, 174,
3. Listen to a familiar text being read to begin tracking print.	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
4. Listen to a spoken word to produce another word that rhymes with it.	Instructor's Guide: 3, 4, 8, 9, 13, 14
<i>B. Listening Comprehension</i>	Instructor's Guide: n/a
1. Listen to make predictions about stories read aloud.	
2. Follow simple oral directions.	Instructor's Guide: n/a
3. Recall information from listening to stories, poems, television, and film.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177
4. Retell, reenact, or dramatize stories or parts of stories heard.	Instructor's Guide: 27, 30, 47, 50, 87, 90, 122, 125, 160

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 1
5. Respond appropriately to questions about stories read aloud.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177
6. Begin to track print when listening to a familiar text being read or when rereading their own writing.	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
7. Ask questions for clarification and explanation of stories and ideas heard.	Instructor's Guide: n/a



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 correlated to
New Jersey Academic & Professional Standards
Language Arts Literary
(Reading, Writing, Speaking and Listening)
Grade 2

S t a n d a r d 3 . 1
R e a d i n g

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
<p><i>A. Concepts About Print/Text</i></p> <p>1. Use titles, tables of contents, and chapter headings to locate information.</p>	<p>Instructor's Guide: n/a</p>
<p>2. Recognize the purpose of a paragraph.</p>	<p>The opportunity to address this objective is available on the following pages: Instructor's Guide: 1, 9, 11, 31, 36, 41, 51, 55, 56, 66, 71, 75, 76, 81, 85, 91, 96, 105, 111, 116, 120, 131, 141, 145, 151, 156, 160, 161, 166, 171, 175, 176, 180</p>
<p><i>B. Phonological Awareness (includes phonemic awareness)</i></p> <p>1. Add, delete, or change middle sounds to change words (e.g., pat to put).</p>	<p>Instructor's Guide: 4, 54, 64, 84, 99, 114, 124, 129, 144, 154, 169</p>
<p>2. Use knowledge of letter-sound correspondences to sound out unknown words.</p>	<p>The opportunity to address this objective is available on the following pages: 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, 166, 171, 176</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
<p><i>C. Decoding and Word Recognition</i></p> <p>1. Look for known chunks or small words to attempt to decode an unknown word.</p>	<p>The opportunity to address this objective is available throughout the text.</p>
<p>2. Reread inserting the beginning sound of the unknown word.</p>	<p>Instructor’s Guide: n/a</p>
<p>3. Decode regular multisyllable words and word parts (e.g., capital, Kalamazoo).</p>	<p>The opportunity to address this objective is available throughout the text.</p>
<p>4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.</p>	<p>Instructor’s Guide: n/a</p>
<p><i>D. Fluency</i></p> <p>1. Pause at appropriate end points (e.g., comma, period).</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, 166, 171, 176</p>
<p>2. Use appropriate pace; “not choppy” or word-by-word.</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>3. Use appropriate inflection (e.g., dialogue, exclamations, questions).</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>4. Read silently without finger or lip movement.</p>	<p>Instructor’s Guide: n/a</p>
<p>5. Self-monitor when text does not make sense.</p>	<p>The opportunity to address this objective is available on the following pages: 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, 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, 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, 181-189</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
6. Employ learned strategies to determine if text makes sense without being prompted.	The opportunity to address this objective is available on the following pages: 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, 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, 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, 181-189
<i>E. Reading Strategies (before, during, and after reading)</i>	The opportunity to address this objective is available on the following pages:
1. Skip over difficult words in an effort to read on and determine meaning.	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
2. Return to the beginning of a sentence and try again.	The opportunity to address this objective is available on the following pages: 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
<i>F. Vocabulary and Concept Development</i>	
1. Develop a vocabulary of 500-800 regular and irregular sight words.	Instructor's Guide: n/a
2. Know and relate meanings of simple prefixes and suffixes.	Instructor's Guide: 133, 158, 163, 164, 178, 179
3. Demonstrate evidence of expanding language repertory.	Instructor's Guide: n/a
4. Understand concept of antonyms and synonyms.	Instructor's Guide: 3, 23, 43, 63, 83, 103, 123, 143
5. Begin to use a grade appropriate dictionary with assistance from teacher.	Instructor's Guide: n/a
<i>G. Comprehension Skills and Response to Text</i>	
1. Demonstrate ability to recall facts and details of a text.	Instructor's Guide: 32, 72, 112, 152, 172
2. Recognize cause and effect in text.	Instructor's Guide: 17, 57, 97, 137, 162

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
3. Make inferences and support them with textual information.	Instructor's Guide: n/a
4. Continue to identify story elements in text.	Instructor's Guide: 37, 77, 117, 157, 177
5. Respond to text by using how, why, and what-if questions.	Instructor's Guide: n/a
<i>H. Inquiry and Research</i>	Within this section there are no available matches.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
<i>A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</i>	Within this section there are no available matches.
<i>B. Writing as a Product (resulting in a product or publication)</i>	Within this section there are no available matches.
<i>C. Mechanics, Spelling, and Handwriting</i>	Instructor's Guide: n/a
1. Use correct end point punctuation.	
2. Apply basic rules of capitalization.	Instructor's Guide: n/a
3. Use correct spelling of some high frequency words.	Instructor's Guide: n/a
4. Apply sound/symbol relationships to writing words.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
5. Recognize and apply basic spelling patterns.	Instructor's Guide: n/a
6. Write legibly to meet district standards.	Instructor's Guide: n/a
<i>D. Writing Forms, Audiences and Purposes (exploring a variety of writing)</i>	
1. Create written texts for others to read.	Instructor's Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
2. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas.	Instructor's Guide: n/a
3. Use writing as a tool for learning self-discovery and reflection.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 2, 7, 12, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177
4. Use reading and technology to support writing.	Instructor's Guide: n/a
5. Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.	Instructor's Guide: n/a

Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
<i>A. Discussion (small group and whole class)</i> 7. Elaborate on experiences and ideas.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
8. Begin to stay focused on a topic of discussion.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
9. Offer personal opinions related to topics of discussion.	Instructor's Guide: n/a
10. Wait their turn to speak.	Instructor's Guide: n/a
<i>B. Questioning (Inquiry) and Contributing</i> 1. Ask for explanation to clarify meaning.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
2. Respond to ideas posed by others.	Instructor's Guide: 2, 7, 12, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
3. Restate to demonstrate understanding.	Instructor's Guide: n/a
4. Identify a problem and simple steps for solving the problem.	Instructor's Guide: n/a
<i>C. Word Choice</i> 1. Use new vocabulary learned from literature and classrooms.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
2. Recognize and discuss how authors use words to create vivid images.	Instructor's Guide: 27, 107, 147
<i>D. Oral Presentations</i> 1. Participate in dramatization or role play.	Instructor's Guide: n/a
2. Begin to understand the importance of looking at a speaker.	Instructor's Guide: n/a
3. Talk about an experience or work sample in front of a small group.	Instructor's Guide: The opportunity to address this objective is available throughout the text.

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 2
<p><i>A. Active Listening</i></p> <p>1. Listen carefully to identify main ideas and supporting details.</p>	<p>Instructor's Guide: 32, 72, 112, 152, 172</p>
<p>2. Begin to distinguish between types of speech (e.g., joke, a chat, a warning).</p>	<p>Instructor's Guide: n/a</p>
<p>3. Listen and contribute to class discussions.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text.</p>
<p><i>B. Listening Comprehension</i></p> <p>1. Follow one-and two-step oral directions.</p>	<p>Instructor's Guide: n/a</p>
<p>2. Develop a strong listening vocabulary to aid comprehension and oral and written language growth.</p>	<p>Instructor's Guide: The opportunity to address this objective is available throughout the text</p>



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New Jersey Academic & Professional Standards
Language Arts Literary
(Reading, Writing, Speaking and Listening)
Grade 3

S t a n d a r d 3 . 1
R e a d i n g

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
<i>A. Concepts About Print/Text</i>	Within this section there are no available matches.
<i>B. Phonological Awareness (includes phonemic awareness)</i> 1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).	Instructor’s Guide: 4, 9, 24, 69, 94, 114, 124, 144, 159, 169, 174, 194
<i>C. Decoding and Word Recognition</i> 1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).	Instructor’s Guide: 23, 33, 54, 59, 94, 99, 104, 143, 154, 159, 164, 179
2. Use letter-sound knowledge and structural analysis to decode words.	Instructor’s Guide: The opportunity to address this objective is available throughout the text.
3. Use context to accurately read words with more than one pronunciation.	Instructor’s Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
<p><i>D. Fluency</i></p> <p>1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.</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, 193, 206</p>
<p>2. Read longer text and chapter books independently and silently.</p>	<p>Instructor’s Guide: n/a</p>
<p>3. Read aloud with proper phrasing, inflection, and intonation.</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, 193, 206</p>
<p><i>E. Reading Strategies (before, during, and after reading)</i></p> <p>1. Set purpose for reading and check to verify or change predictions during/after reading.</p>	<p>Instructor’s Guide: 2, 42, 82, 122</p>
<p>2. Monitor comprehension and accuracy while reading in context and self-correct errors.</p>	<p>The opportunity to address this objective is available on the following pages: 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, 81, 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>3. Use pictures and context clues to assist with decoding of new words.</p>	<p>Instructor’s Guide: 22, 67, 176</p>
<p>4. Develop and use graphic organizers to build on experiences and extend learning.</p>	<p>Instructor’s Guide: 17, 18, 32, 44, 47, 48, 52, 57, 72, 92, 112, 137, 138, 152, 159, 162, 167, 172</p>
<p><i>F. Vocabulary and Concept Development</i></p>	
<p>1. Spell previously studied words and spelling patterns accurately.</p>	<p>Instructor’s Guide: n/a</p>
<p>2. Point to or clearly identify specific words or wording that cause comprehension difficulty.</p>	<p>Instructor’s Guide: n/a</p>
<p>3. Infer word meanings from taught roots, prefixes, and suffixes.</p>	<p>Instructor’s Guide: 23, 94, 134, 164, 179</p>
<p>4. Use a grade-appropriate dictionary with assistance from teacher.</p>	<p>Instructor’s Guide: n/a</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
5. Use pictures and context clues to assist with meaning of new words.	Instructor's Guide: n/a
<i>G. Comprehension Skills and Response to Text</i> 1. Recognize purpose of the text.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.	Instructor's Guide: 17, 32, 57, 72, 97, 112, 137, 162, 167
3. Interpret information in graphs, charts, and diagrams.	Instructor's Guide: n/a
4. Ask how, why, and what-if questions in interpreting nonfiction texts.	Instructor's Guide: n/a
5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.	Instructor's Guide: 27, 107, 147
6. Discuss underlying theme or message in interpreting fiction.	Instructor's Guide: n/a
7. Summarize major points from fiction and nonfiction texts.	Instructor's Guide: 152, 157, 172
8. Draw conclusions and inferences from texts.	Instructor's Guide: n/a
9. Recognize first-person "I" point of view.	Instructor's Guide: n/a
10. Compare and contrast story plots, characters, settings, and themes.	Instructor's Guide: 12, 52, 92, 132
11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).	Instructor's Guide: 27, 107, 147
12. Read regularly in materials appropriate for their independent level.	Instructor's Guide: 1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46, 50, 51, 55, 56, 60, 61, 65, 66, 70, 71, 75, 76, 80, 81, 85, 86, 90, 91, 95, 96, 100, 101, 105, 106, 110, 111, 115, 116, 120, 121, 125, 126, 130, 131, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 160, 161, 165, 166, 170, 171, 176, 180, 181

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.	The opportunity to address this objective is available on the following pages: 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, 66, 67, 71, 72, 75, 76, 77, 81, 82, 86, 87, 90, 91, 92, 95, 96, 97, 100, 101, 102, 106, 107, 111, 112, 115, 116, 117, 120, 121, 122, 126, 127, 130, 131, 132, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 156, 157, 161, 162, 165, 166, 167, 170, 171, 172, 175, 176, 177, 180, 182, 183, 184, 185, 186, 187
14. Use information and reasoning to examine bases of hypotheses and opinions.	Instructor's Guide: n/a
<i>H. Inquiry and Research</i>	Within this section there are no available matches.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
<i>A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</i>	Within this section there are no available matches.
<i>B. Writing as a Product (resulting in a product or publication)</i>	Within this section there are no available matches.
<i>C. Mechanics, Spelling, and Handwriting</i>	Instructor's Guide: The opportunity to address this objective is available throughout the text.
1. Use standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.	
2. Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.	Instructor's Guide: n/a
3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.	Instructor's Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.	Instructor's Guide: n/a
5. Write legibly in manuscript or cursive to meet district standards.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
<p data-bbox="180 436 805 499"><i>D. Writing Forms, Audiences and Purposes (exploring a variety of writing)</i></p> <p data-bbox="180 527 805 621">1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).</p>	Instructor's Guide: The opportunity to address this objective is available throughout the text.
2. Develop fluency by writing daily and for sustained amounts of time.	Instructor's Guide: n/a
3. Generate ideas for writing in a variety of situations and across the curriculum.	Instructor's Guide: n/a
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
5. Write the events of a story sequentially.	Instructor's Guide: 142
6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.	Instructor's Guide: n/a
7. Respond to literature through writing to demonstrate an understanding of a text.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177
8. Write narrative text (e.g., realistic or humorous story).	Instructor's Guide: n/a
9. Write non-fiction text (e.g., reports, procedures, letters).	Instructor's Guide: n/a

Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
<i>A. Discussion (small group and whole class)</i>	Within this section there are no matches available.
<i>B. Questioning (Inquiry) and Contributing</i>	Instructor's Guide: n/a
1. Develop appropriate questions to explore a topic.	
2. Contribute information, ideas, and experiences to classroom inquiry.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
<i>C. Word Choice</i>	Within this section there are no available matches.
<i>D. Oral Presentations</i>	Instructor's Guide: n/a
1. Use pictures to support an oral presentation.	
2. Attempt to revise future presentations based on feedback from peers and teacher.	Instructor's Guide: n/a
3. Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume.	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, 193, 206

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 3
<i>A. Active Listening</i>	Within this section there are no available matches.
<i>B. Listening Comprehension</i> 1. Follow two-and three-step directions.	Instructor's Guide: n/a
2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.	Instructor's Guide: 152, 157, 172
3. Paraphrase information shared by others.	Instructor's Guide: n/a



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New Jersey Academic & Professional Standards
Language Arts Literary
(Reading, Writing, Speaking and Listening)
Grade 4

S t a n d a r d 3 . 1
R e a d i n g

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
<p><i>A. Concepts About Print/Text</i></p> <p>1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources.</p>	<p>Instructor's Guide: n/a</p>
<p>2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.</p>	<p>The opportunity to address this objective is available on the following pages: Instructor's Guide: 1, 5, 6, 10, 11, 15, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46, 50, 51, 55, 56, 60, 61, 65, 66, 70, 71, 76, 80, 81, 85, 86, 90, 91, 95, 96, 100, 101, 105, 106, 111, 115, 116, 120, 121, 125, 126, 130, 131, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 160, 161, 165, 166, 170, 171, 176, 180-182, 185</p>
<p>3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations).</p>	<p>Instructor's Guide: n/a</p>
<p><i>B. Phonological Awareness (includes phonemic awareness)</i></p> <p>1. No additional indicators at this grade level.</p>	<p>Instructor's Guide: n/a</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
<p><i>C. Decoding and Word Recognition</i></p> <p>1. Uses letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words.</p>	<p>Instructor’s Guide: The opportunity to address this objective is available throughout the text.</p>
<p>2. Know and use common word families to decode unfamiliar words.</p>	<p>Instructor’s Guide: n/a</p>
<p>3. Recognize compound words, contractions, and common abbreviations.</p>	<p>Instructor’s Guide: 19, 23, 28, 33, 39, 103, 114, 124, 139</p>
<p><i>D. Fluency</i></p> <p>1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks.</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, 120, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176, 181</p>
<p>2. Read at different speeds using scanning, skimming, or careful reading as appropriate.</p>	<p>The opportunity to address this objective is available on the following pages: Instructor’s Guide: 1, 5, 6, 10, 11, 15, 16, 20, 25, 30, 35, 40, 45, 50, 51, 55, 56, 60, 65, 66, 71, 75, 80, 81, 85, 90, 91, 95, 100, 101, 105, 106, 110, 115, 116, 120, 121, 125, 130, 131, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 165, 166, 170, 171, 175, 176, 180, 182, 183, 184, 185-189</p>
<p><i>E. Reading Strategies (before, during, and after reading)</i></p> <p>1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.</p>	<p>Instructor’s Guide: The opportunity to address this objective is available throughout the text.</p>
<p>2. Identify specific words or passages causing comprehension difficulties and seek clarification.</p>	<p>Instructor’s Guide: n/a</p>
<p>3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).</p>	<p>Instructor’s Guide: 2, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 77, 87, 97, 102, 112, 132, 137, 142, 147, 157, 172</p>
<p><i>F. Vocabulary and Concept Development</i></p> <p>1. Infer words meanings from learned roots, prefixes, and suffixes.</p>	<p>Instructor’s Guide: n/a</p>
<p>2. Infer specific word meanings in the context of reading passages.</p>	<p>Instructor’s Guide: The opportunity to address this objective is available throughout the text.</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	Instructor's Guide: 3, 9, 19, 34, 63, 64, 94, 99, 108, 143, 154, 168, 173
4. Use a grade-appropriate dictionary (independently) to define unknown words.	Instructor's Guide: n/a
<i>G. Comprehension Skills and Response to Text</i>	
1. Discuss underlying themes across cultures in various texts.	Instructor's Guide: n/a
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in nonfiction texts (e.g., science, social studies).	Instructor's Guide: 20, 25, 50, 55, 80, 102, 105, 145, 150
3. Cite evidence from text to support conclusions.	Instructor's Guide: n/a
4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.	Instructor's Guide: n/a
5. Follow simple multiple-steps in written instructions.	Instructor's Guide: n/a
6. Recognize an author's point of view.	Instructor's Guide: 35, 106, 107, 110
7. Identify and summarize central ideas in informational texts.	Instructor's Guide: 127
8. Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.	The opportunity to address this objective is available on the following pages: 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, 120, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176, 181
9. Recognize literary elements in stories, including setting, characters, plot, and mood.	Instructor's Guide: n/a
10. Identify some literary devices in stories.	Instructor's Guide: n/a
11. Identify the structures in poetry.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 1, 21, 121

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
12. Identify the structures in drama.	Instructor's Guide: n/a
13. Read regularly in materials appropriate for their independent reading level.	Instructor's Guide: 1, 5, 6, 10, 11, 15, 16, 20, 25, 30, 35, 40, 45, 50, 51, 55, 56, 60, 65, 66, 71, 75, 80, 81, 85, 90, 91, 95, 100, 101, 105, 106, 110, 115, 116, 120, 121, 125, 130, 131, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 165, 166, 170, 171, 175, 176, 180, 182, 183, 184, 185-189
<i>H. Inquiry and Research</i>	Within this section there are no available matches.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
<i>A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</i>	Within this section there are no available matches.
<i>B. Writing as a Product (resulting in a product or publication)</i>	Within this section there are no available matches.
<i>C. Mechanics, Spelling, and Handwriting</i>	Instructor's Guide: The opportunity to address this objective is available throughout the text.
1. Use standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	
2. Use increasingly complex sentence structure and syntax to express ideas.	Instructor's Guide: n/a
3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun, usage and agreement, and appropriate verb tenses.	Instructor's Guide: n/a
4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.	Instructor's Guide: The opportunity to address this objective is available throughout the text.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
5. Use capital letters correctly in sentences, for proper nouns, and in titles.	Instructor’s Guide: The opportunity to address this objective is available throughout the text.
6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.	Instructor’s Guide: n/a
7. Indent in own writing to show the beginning of a paragraph.	Instructor’s Guide: n/a
8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.	Instructor’s Guide: n/a
9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.	Instructor’s Guide: n/a
10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.	Instructor’s Guide: n/a
11. Write legibly in manuscript or cursive to meet district standards.	Instructor’s Guide: The opportunity to address this objective is available throughout the text.
<i>D. Writing Forms, Audiences and Purposes (exploring a variety of writing)</i>	
1. Write for a variety of purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).	Instructor’s Guide: The opportunity to address this objective is available throughout the text.
2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.	Instructor’s Guide: n/a
3. Develop independence by setting self-selected purposes and generating topics for writing.	Instructor’s Guide: n/a
4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).	Instructor’s Guide: The opportunity to address this objective is available throughout the text.
5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.	Instructor’s Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177
7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.	Instructor's Guide: n/a
8. Write informational reports that frame a topic, include facts and details, and draw information from several sources.	Instructor's Guide: n/a
9. Write formal and informal letters for a variety of audiences and purposes.	Instructor's Guide: n/a
10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.	Instructor's Guide: n/a
11. Demonstrate a higher-order thinking skills through responses to open-ended and essay questions in content areas or as a response to literature.	Instructor's Guide: 2, 7, 17, 27, 37, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 161, 162, 167, 172, 176, 177
12. Use relevant graphics in writing (e.g., maps, charts, illustrations).	Instructor's Guide: n/a
13. Demonstrate the development of a personal style and voice in writing.	Instructor's Guide: n/a
14. Review scoring criteria of a writing rubric.	Instructor's Guide: n/a
15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).	Instructor's Guide: n/a

Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
<i>A. Discussion (small group and whole class)</i>	
1. Use details, examples and reasons to support central ideas or clarify a point of view.	Instructor's Guide: n/a
2. Stay focused on a topic and ask relevant questions.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
3. Take turns without dominating.	Instructor's Guide: n/a
<i>B. Questioning (Inquiry) and Contributing</i>	Within this section there are no available matches.
<i>C. Word Choice</i>	Within this section there are no available matches.
<i>D. Oral Presentations</i>	
1. Speak for a variety of audiences and purposes.	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, 120, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176, 181
2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including opening, supportive details, and a closing statement.	Instructor's Guide: n/a
3. Use notes or other memory aids to structure a presentation.	Instructor's Guide: n/a
4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.	Instructor's Guide: n/a
5. Participate in dramatization or role-play across the curriculum.	Instructor's Guide: 42, 116
6. Read aloud with fluency.	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, 120, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176, 181

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
7. Understand and use criteria for a rubric to improve an oral presentation.	Instructor's Guide: n/a

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 4
<i>A. Active Listening</i>	
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
2. Listen attentively and critically to a variety of speakers.	Instructor's Guide: n/a
3. Interpret vocabulary gained through listening.	Instructor's Guide: n/a
<i>B. Listening Comprehension</i>	
1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 177
2. Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.	Instructor's Guide: n/a
4. Make inferences based on an oral report or presentation.	Instructor's Guide: n/a
5. Describe how language reflects specific regions and/or cultures.	Instructor's Guide: n/a
6. Follow three-and four-step oral directions.	Instructor's Guide: n/a

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 correlated to
New Jersey Academic & Professional Standards
Language Arts Literary
(Reading, Writing, Speaking and Listening)
Grade 5

Standard 3.1
Reading

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
<i>A. Concepts About Print/Text</i>	Within this section there are no available matches.
<i>B. Phonological Awareness (includes phonemic awareness)</i> 1. No additional indicators at this grade level.	Instructor's Guide: n/a
<i>C. Decoding and Word Recognition</i> 1. Use the pronunciation key of a dictionary to decode new words.	Instructor's Guide: n/a
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.	Instructor's Guide: 12, 15, 38, 58, 78, 98, 103, 118, 138, 158, 162, 165, 178 The opportunity to address this objective is also available throughout the text.
3. Interpret new words correctly in context	Instructor's Guide: n/a
4. Apply spelling and syllabication rules that aid in decoding and word recognition.	Instructor's Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
<p><i>D. Fluency</i></p> <p>1. Adjust reading speed appropriately for different purposes and audiences.</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, 181</p>
<p>2. Apply knowledge of letter-sound associations, language structures, and context to recognize words.</p>	<p>The opportunity to address this objective is available on the following pages: 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, 181</p>
<p>3. Read aloud in ways that reflect understanding of proper phrasing and intonation.</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, 181</p>
<p>4. Read silently for the purpose of increasing speed, accuracy, and reading fluency.</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, 181</p>
<p>5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.</p>	<p>The opportunity to address this objective is available on the following pages: Instructor’s Guide: 1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46, 50, 51, 55, 56, 60, 61, 65, 66, 70, 71, 75, 76, 80, 81, 85, 86, 90, 91, 95, 96, 100, 101, 105, 106, 110, 111, 115, 116, 120, 121, 125, 126, 130, 131, 135, 140, 141, 145, 146, 150, 151, 155, 156, 160, 161, 166, 170, 171, 175, 176, 180</p>
<p><i>E. Reading Strategies (before, during, and after reading)</i></p> <p>1. Activate prior knowledge and anticipate what will be read or heard.</p>	<p>Instructor’s Guide: n/a</p>
<p>2. Vary reading strategies according to their purpose for reading and the nature of the text.</p>	<p>The opportunity to address this objective is available on the following pages: Instructor’s Guide: 2, 5, 7, 10, 12, 15, 17, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 47, 50, 52, 57, 60, 62, 65, 67, 70, 72, 75, 77, 80, 82, 85, 87, 90, 92, 95, 97, 100, 102, 105, 107, 110, 112, 115, 117, 120, 122, 125, 127, 130, 132, 135, 137, 140, 142, 145, 147, 152, 155, 157, 160, 165, 167, 170, 172, 175, 177, 180</p>

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
3. Reread to make sense of difficult paragraphs or sections of a text.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 86, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 182-187
4. Make revisions to text predictions during and after reading.	Instructor's Guide: 2, 5, 82, 85
5. Apply graphic organizers to illustrate key concepts and relationships in a text.	Instructor's Guide: 7, 22, 27, 32, 37, 42, 52, 57, 62, 72, 77, 82, 87, 97, 112, 117, 122, 127, 132, 137, 147, 152, 157, 172, 177
<i>F. Vocabulary and Concept Development</i>	
1. Infer words meanings from learned roots, prefixes, and suffixes.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 74, 90, 99, 110, 134, 135, 3, 144, 149, 179
2. Infer specific word meanings in the context of reading passages.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	The opportunity to address this objective is available on the following pages: Instructor's Guide: 3, 58, 63, 73, 98, 103, 123, 138, 143, 158, 163, 173, 174
4. Use a grade-level appropriate dictionary independently to define unknown words.	Instructor's Guide: n/a
5. Use a thesaurus to identify alternative word choices and meanings.	Instructor's Guide: n/a
<i>G. Comprehension Skills and Response to Text</i>	
1. Identify author's purpose, views, and beliefs.	Instructor's Guide: 100
2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).	Instructor's Guide: n/a
3. Use cause and effect and sequence of events to gain meaning.	Instructor's Guide: 17, 20, 22, 25, 57, 60, 62, 65, 97, 137, 140, 142, 145, 167, 170
4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.	Instructor's Guide: 7,10, 47, 50, 87, 132

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
5. Recognize persuasive and propaganda techniques used to influence readers.	Instructor's Guide: n/a
6. Recognize historical and cultural biases and different points of view.	Instructor's Guide: n/a
7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.	Instructor's Guide: n/a
8. Distinguish between major and minor details.	Instructor's Guide: 32, 35, 72, 75, 112, 115, 152, 155, 172, 175
9. Make inferences using textual information and provide supporting evidence.	Instructor's Guide: n/a
10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).	Instructor's Guide: n/a
11. Identify and analyze text types, formats, and elements in nonfiction.	Instructor's Guide: n/a
12. Recognize literary elements in stories, including setting, characters, plot, and mood.	Instructor's Guide: 37, 40, 77, 80, 117, 120, 177, 180
13. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).	Instructor's Guide: 26, 106
14. Identify and respond to the elements of sound and structure in poetry.	Instructor's Guide: 26, 30, 106
15. Identify the structures in drama.	Instructor's Guide: n/a
16. Read regularly in materials appropriate for their independent reading level.	1, 5, 6, 10, 11, 15, 16, 20, 25, 30, 35, 40, 45, 50, 51, 55, 56, 60, 65, 66, 71, 75, 80, 81, 85, 90, 91, 95, 100, 101, 105, 106, 110, 115, 116, 120, 121, 125, 130, 131, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 165, 166, 170, 171, 175, 176, 180, 193-199
17. Interpret idiomatic expressions.	Instructor's Guide: n/a
<i>H. Inquiry and Research</i>	Within this section there are no available matches.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
A. <i>Writing as a Process (prewriting, drafting, revising, editing, postwriting)</i>	Within this section there are no available matches.
B. <i>Writing as a Product (resulting in a product or publication)</i>	Within this section there are no available matches.
C. <i>Mechanics, Spelling, and Handwriting</i>	Instructor's Guide: The opportunity to address this objective is available throughout the text.
1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	
2. Use increasingly complex sentence structure and syntax to express ideas.	Instructor's Guide: n/a
3. Use knowledge of English grammar and usage to express ideas effectively.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
5. Use quotation marks and related punctuation correctly in passages of dialogue.	Instructor's Guide: n/a
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	Instructor's Guide: n/a
7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.	Instructor's Guide: n/a
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.	Instructor's Guide: n/a
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	Instructor's Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
10. Write legibly in manuscript or cursive to meet district standards.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
<p data-bbox="180 285 805 342"><i>D. Writing Forms, Audiences and Purposes (exploring a variety of writing)</i></p> <p data-bbox="180 380 805 499">1. Write for a variety of purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences. (e.g., self, peers, community).</p>	Instructor's Guide: The opportunity to address this objective is available throughout the text.
2. Gather, select, and organize information appropriate to a topic, task, and audience.	Instructor's Guide: n/a
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.	Instructor's Guide: n/a
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.	Instructor's Guide: 7, 47, 87, 132
5. Use transitions between and within paragraphs.	Instructor's Guide: n/a
6. Organize paragraphs using topic sentences.	Instructor's Guide: n/a
7. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	Instructor's Guide: n/a
8. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feeling of characters).	Instructor's Guide: n/a
9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page.	Instructor's Guide: n/a
10. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	Instructor's Guide: n/a
11. Demonstrate the ability to write friendly/business letters in correct format and coherent style.	Instructor's Guide: n/a

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.	Instructor's Guide: n/a
13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.	Instructor's Guide: n/a
14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).	Instructor's Guide: n/a
15. Demonstrate the development of a personal style and voice in writing.	Instructor's Guide: n/a
16. Review scoring criteria of relevant rubrics.	Instructor's Guide: n/a
15. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).	Instructor's Guide: n/a

S t a n d a r d 3 . 3 **S p e a k i n g**

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
<i>A. Discussion (small group and whole class)</i>	
1. Use details, examples and reasons to support central ideas or clarify a point of view.	Instructor's Guide: n/a
2. Stay focused on a topic and ask relevant questions.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
3. Accept others' opinions and respond appropriately.	Instructor's Guide: 42, 45, 97, 125
4. Respond orally to literature.	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177
5. Participate in class discussions appropriately.	Instructor's Guide: The opportunity to address this objective is available throughout the text.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
<i>B. Questioning (Inquiry) and Contributing</i>	Within this section there are no available matches.
<i>C. Word Choice</i>	Within this section there are no available matches.
<i>D. Oral Presentations</i>	Within this section there are no available matches

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
<i>A. Active Listening</i>	
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.	Instructor's Guide: The opportunity to address this objective is available throughout the text.
2. Listen attentively and critically to a variety of speakers.	Instructor's Guide: n/a
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.	Instructor's Guide: n/a
4. Recognize and analyze persuasive techniques while listening.	Instructor's Guide: n/a
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).	Instructor's Guide: n/a
6. Listen to determine a speaker's purpose, attitude, and perspective.	Instructor's Guide: n/a
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	Instructor's Guide: n/a
<i>B. Listening Comprehension</i>	
1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).	Instructor's Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 177

Strands and Cumulative Progress Indicators	Afterschool Achievers: Reading Club Grade 5
2. Develop competence in active listening by interpreting and applying received information to new situations and in solving problems.	Instructor's Guide: n/a
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.	Instructor's Guide: n/a
4. Make inferences based on an oral report or presentation.	Instructor's Guide: n/a
5. Describe how language reflects specific regions and/or cultures.	Instructor's Guide: n/a
6. Follow three-and four-step oral directions.	Instructor's Guide: n/a