

SUMMER SUCCESS: READING

correlated to

Tennessee

English/Language Arts

State Performance Indicators

Grades 3-8



YOUR TENNESSEE GREAT SOURCE REPRESENTATIVE

BRENDA UNDERWOOD
800-289-4490, option 4
Brenda_Underwood@hmco.com



Summer Success: Reading © 2001
correlated to
Tennessee English/Language Arts
State Performance Indicators
Third Grade

READING

| Third Grade Benchmarks | Summer Success: Reading, Grade 3 |
|---|---|
| <i>At Level 1, the student is able to</i> | Teacher's Edition: 9, 15, 31, 75, 97, 103, 119 |
| 3.1.spi.1. identify and/or select rhyming words. | |
| 3.1.spi.2. distinguish individual sounds, including consonant blends, within words. | Teacher's Edition: ix, 19, 33, 55, 77, 99, 107, 121 |
| 3.1.spi.3. recognize parts of a book (e.g., glossary, table of contents). | Teacher's Edition: 4, 26, 48, 70 |
| 3.1.spi.4. identify setting, characters, and plot in a reading selection. | Teacher's Edition: 4, 14, 16, 18, 26, 28, 32, 34, 50, 74, 78 |
| <i>At Level 2, the student is able to</i> | Teacher's Edition: xxxv, 33, 37, 41, 63, 77, 81, 121, 125 |
| 3.1.spi.5. recognize root words and their various inflections (e.g., walks, walking, walked). | |
| 3.1.spi.6. determine word meaning within context using prefixes and suffixes. | Teacher's Edition: 7, 59, 63, 73, 81, 85, 95 |
| 3.1.spi.7. recognize grade level compound words, contractions, and common abbreviations within context. | Teacher's Edition: 51, 59 |
| 3.1.spi.8. select appropriate synonyms and antonyms within context. | Teacher's Edition: 29, 67, 95 |

| Third Grade Benchmarks | Summer Success: Reading, Grade 3 |
|---|---|
| 3.1.spi.9. determine word meanings through the use of context clues. | Teacher's Edition: vii, 21, 48, 71 |
| 3.1.spi.10. identify different forms of text as poems, plays, or stories. | Teacher's Edition: 12, 58, 64, 97, 106, 119 |
| 3.1.spi.11. identify the stated main idea of a reading selection. | Teacher's Edition: xiv, xvii, 56, 60, 101 |
| 3.1.spi.12. identify stated cause and effect relationships in text. | Teacher's Edition: xiv, xvi, 57 |
| 3.1.spi.13. distinguish between fact and opinion within text. | Teacher's Edition: 43, 92, 102 |
| 3.1.spi.14. determine sequence of events in a story. | Teacher's Edition: xvi, xvii, 28, 50, 57, 96, 98, 101-102, 118 |
| 3.1.spi.15. recognize basic plot features of fairy tales, folk tales, fables and myths. | Teacher's Edition: 31, 61 |
| 3.1.spi.16. recognize grade appropriate vocabulary within context. | Teacher's Edition: vii, 21, 48, 71 |
| <i>At level 3, the student is able to</i> 3.1.spi.17. determine correct meaning/usage of multiple meaning words. | Teacher's Edition: 105 |
| 3.1.spi.18. select questions used to focus or clarify thinking while reading. | Teacher's Edition: vii, xiv, xvi, 5, 6, 21, 26, 27, 34, 38, 50, 96, 104, 118 |
| 3.1.spi.19. determine appropriate inferences from text. | Teacher's Edition: 16, 34, 78, 82, 86, 92, 94, 100, 108 |
| 3.1.spi.20. recognize how illustrations support the text. | Teacher's Edition: 26, 48, 57, 65, 92, 114, 118 |
| 3.1.spi.21. select information using available text features (e.g., maps, charts, and graphics). | Teacher's Edition: 79 |
| 3.1.spi.22. determine the problem in a story and recognize its solution. | Teacher's Edition: 50 |

WRITING

| Third Grade Benchmarks | Summer Success: Reading, Grade 3 |
|--|--|
| <p><i>At Level 1, the student is able to</i></p> <p>3.2.spi.1. complete a simple graphic organizer (e.g., webbing) to group ideas for writing.</p> | <p>Teacher's Edition: 18, 35, 57, 61, 76, 79, 82, 98, 102, 119-120, 127</p> |
| <p>3.2.spi.2. identify the purpose for writing (i.e., to entertain, to inform, to exhibit knowledge, to respond to a picture, story, or art).</p> | <p>Teacher's Edition: 53, 79, 115</p> |
| <p>3.2.spi.3. choose the most specific word to complete a simple sentence.</p> | <p>Teacher's Edition: 41</p> |
| <p>3.2.spi.4. rearrange events in sequential order.</p> | <p>Teacher's Edition: 19, 28, 98, 101</p> |
| <p><i>At level 2, the student is able to</i></p> <p>3.2.spi.5. choose a topic sentence for a paragraph.</p> | <p>Teacher's Edition: 98</p> |
| <p>3.2.spi.7. rearrange sentences to form a sequential, coherent paragraph.</p> | <p>Teacher's Edition: 98</p> |
| <p>3.2.spi.9. rearrange a story sequentially, with a logical beginning, middle, and end.</p> | <p>Teacher's Edition: 98</p> |
| <p>3.2.spi.10. choose a supporting sentence that best fits the context and flow of ideas in a paragraph.</p> | <p>Teacher's Edition: 98</p> |
| <p>3.2.spi.12. complete a graphic organizer (i.e., chart, graph, diagrams,) arranging information to be used in a writing sample.</p> | <p>Teacher's Edition: 12, 16, 127</p> |

ELEMENTS OF LANGUAGE

| Third Grade Benchmarks | Summer Success: Reading, Grade 3 |
|---|---|
| <p><i>At Level 2, the student is able to</i></p> <p>3.3.spi.4. identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e., present, past, and future, agreement), and adjectives (i.e., comparative and superlative) within context.</p> | <p>Teacher's Edition: 67</p> |
| <p>3.3.spi.5. identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.</p> | <p>Teacher's Edition: 79, 83</p> |
| <p>3.3.spi.7. choose the correct formation of contractions and plurals within context.</p> | <p>Teacher's Edition: 41</p> |
| <p>3.3.spi.8. identify correctly (or incorrectly) spelled words in context.</p> | <p>Teacher's Edition: 9, 77</p> |



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State Performance Indicators
Fourth Grade

READING

| Fourth Grade Benchmarks | Summer Success: Reading, Grade 4 |
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| <p><i>At Level 1, the student is able to</i></p> <p>4.1.spi.1. identify correctly used capital letters with names, dates, and addresses, and at the beginning of sentences within context.</p> | <p>Teacher's Edition: 13</p> |
| <p>4.1.spi.2. use table of contents, title page, and glossary to locate information.</p> | <p>Teacher's Edition: 5, 27, 49, 75, 115</p> |
| <p>4.1.spi.3. use prefixes, suffixes and root words as aids in determining meaning within context.</p> | <p>Teacher's Edition: xxxv, 29, 59, 73, 101, 103, 117</p> |
| <p>4.1.spi.4. recognize plot features of fairy tales, folk tales, fables, and myths.</p> | <p>Teacher's Edition: 9, 10, 31, 32</p> |
| <p>4.1.spi.5. identify characters, setting, and plot in a passage.</p> | <p>Teacher's Edition: xvi, 9, 12, 16, 30-33, 35, 38, 48, 57, 61, 64, 74, 86, 92, 100, 104, 108, 109, 122, 130</p> |
| <p><i>At level 2, the student is able to</i></p> <p>4.1.spi.6. determine the problem of a story and recognize its solution.</p> | <p>Teacher's Edition: 57, 64, 130-131</p> |
| <p>4.1.spi.7. identify grade level compound words, contractions, and common abbreviations within context.</p> | <p>Teacher's Edition: 51, 55, 59, 62, 95, 107</p> |
| <p>4.1.spi.8. use headings, graphics, and captions to make meaning from texts.</p> | <p>Teacher's Edition: 14, 21, 50, 57, 58, 62, 75, 92, 109</p> |

| Fourth Grade Benchmarks | Summer Success: Reading, Grade 4 |
|---|--|
| 4.1.spi.9. select appropriate synonyms, antonyms, and homonyms within context. | Teacher's Edition: 15, 81 |
| 4.1.spi.10. determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries. | Teacher's Edition: xxxv, 14, 49, 58, 80, 84, 102, 117, 129 |
| 4.1.spi.11. recognize and use grade appropriate vocabulary within text. | Teacher's Edition: 51-53, 77, 105, 121 |
| 4.1.spi.12. evaluate texts for elements of fact/opinion and reality/fantasy. | Teacher's Edition: 31-32, 39, 40, 43, 44, 92, 119, 127 |
| 4.1.spi.13. distinguish between fact and opinion within text. | Teacher's Edition: 39, 40, 43, 44, 127 |
| 4.1.spi.14. interpret information using a chart, map, or timeline. | Teacher's Edition: xii, xiii, xv, xvi, xvii, 19, 61, 103, 116 |
| 4.1.spi.15. use available text features (e.g., graphics, glossaries, and illustrations) to make meaning from text. | Teacher's Edition: 50, 57, 62, 79-80, 93, 109 |
| 4.1.spi.16. indicate the sequence of events in print (fiction and non-fiction) and in non- print texts. | Teacher's Edition: xvi, xvii, 57, 61, 65, 116 |
| 4.1.spi.17. make predictions about text. | Teacher's Edition: xiii, 4, 9, 10, 12, 14, 20, 22, 26, 30, 35, 48, 52, 56, 70, 74, 75, 82, 86, 92, 93, 100, 105, 108, 115 |
| 4.1.spi.18. select questions to clarify thinking. | Teacher's Edition: vii, xiv, xvi, 5, 22, 26, 27, 28, 44, 66, 83, 96 |
| 4.1.spi.19. identify different forms of text (e.g., poems, drama, fiction, non-fiction). | Teacher's Edition: 9, 28, 31-32, 35, 39, 44, 49-50, 53, 57, 71, 83, 92-93, 115, 119, 123, 127 |
| 4.1.spi.20. recognize cause and effect relationships within text. | Teacher's Edition: xiv, xvi, xxviii, 20, 34, 64 |
| <i>At level 3, the student will be able to</i> | Teacher's Edition: 49 |
| 4.1.spi.21. identify and interpret similes and metaphors. | |

| Fourth Grade Benchmarks | Summer Success: Reading, Grade 4 |
|--|---|
| 4.1.spi.22. determine appropriate inferences and draw conclusions from text. | Teacher's Edition: xvi, 4, 57, 75 |
| 4.1.spi.23. select sources from which to gather information on a given topic. | Teacher's Edition: 26, 27 |
| 4.1.spi.24. locate information to support opinions, predictions, and conclusions | Teacher's Edition: 22, 39, 43, 52, 127 |
| 4.1.spi.25. identify the author's purpose (to entertain, to inform, to persuade, to share feelings). | Teacher's Edition: 39, 43, 97, 105, 127 |
| 4.1.spi.26. recognize the sounds of language (i.e., alliteration, rhyme, and repetition). | Teacher's Edition: 5, 31, 39, 49, 71, 93 |

WRITING

| Fourth Grade Benchmarks | Summer Success: Reading, Grade 4 |
|---|---|
| <i>At Level 1, the student is able to</i> | Teacher's Edition: 53, 97 |
| 4.2.spi.1. choose a topic sentence for a paragraph. | |
| 4.2.spi.2. rearrange sentences to form a sequential, coherent paragraph. | Teacher's Edition: 53, 97 |
| 4.2.spi.3. identify the purpose for writing (i.e., to entertain, to inform, to share experiences) . | Teacher's Edition: 40, 44, 76, 80, 84, 97, 102, 105, 109 |
| 4.2.spi.4. rearrange events in a sequential or chronological order in a writing selection. | Teacher's Edition: 19, 61, 65 |
| <i>At level 2, the student is able to</i> | Teacher's Edition: 9, 13, 32, 53-54, 76, 79, 84, 87, 91-92, 97, 123, 128 |
| 4.2.spi.6. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing. | |
| 4.2.spi.7. select appropriate time-order or transitional words to enhance the flow of a writing sample. | Teacher's Edition: 61, 65, 79 |

| Fourth Grade Benchmarks | Summer Success: Reading, Grade 4 |
|---|---|
| 4.2.spi.8. identify the most reliable sources of information for preparing a report. | Teacher's Edition: 26, 27 |
| 4.2.spi.9. select the best way to combine sentences to provide syntactic variety within context. | Teacher's Edition: 53, 54, 84, 97 |
| 4.2.spi.10. select details that support a topic sentence. | Teacher's Edition: 53, 54, 84, 97 |
| 4.2.spi.11. choose the supporting sentence that best develops a topic sentence. | Teacher's Edition: 53, 54, 84, 97 |
| 4.2.spi.12. choose the supporting sentence that best fits the context and flow of ideas in a paragraph. | Teacher's Edition: 53, 54, 84, 97 |
| 4.2.spi.13. identify the audience for which a text is written. | Teacher's Edition: 105 |
| <i>At level 3, the student is able to</i> | |
| 4.2.spi.15. identify sentences irrelevant to a paragraph's theme or flow. | Teacher's Edition: 21 |
| 4.2.spi.16. select an appropriate concluding sentence for a well-developed paragraph. | Teacher's Edition: 53, 54, 84, 97, 105 |

ELEMENTS OF LANGUAGE

| Fourth Grade Benchmarks | Summer Success: Reading, Grade 4 |
|---|---|
| <i>At Level 1, the student is able to</i> | Teacher's Edition: 73 |
| 4.3.spi.1. identify the correct use of nouns (i.e., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, action and linking), and adjectives (i.e., comparison forms and articles) within context. | |
| 4.3.spi.2. identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks. | Teacher's Edition: 32 |
| 4.3.spi.3. select the best way to correct incomplete sentences within context. | Teacher's Edition: 66, 99, 121 |

| Fourth Grade Benchmarks | Summer Success: Reading, Grade 4 |
|--|---|
| <p><i>At level 2, the student is able to</i></p> <p>4.3.spi.4. identify the correct use of pronouns (i.e., subject, object, and agreement), and adverbs (i.e., comparison forms and negatives) within context.</p> | <p>Teacher's Edition: 65</p> |
| <p>4.3.spi.5. identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.</p> | <p>Teacher's Edition: 13, 75, 76</p> |
| <p>4.3.spi.7. identify correctly spelled words in context.</p> | <p>Teacher's Edition: 59</p> |



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Fifth Grade

READING

| Fifth Grade Benchmarks | Summer Success: Reading, Grade 5 |
|---|--|
| <p><i>At Level 1, the student is able to</i></p> <p>5.1.spi.1. recognize root words, prefixes, suffixes, and syllabication as aids in determining meaning within context.</p> | <p>Teacher’s Edition: xxxv, 7, 15, 18-19, 29, 32, 51, 59, 73, 81, 95, 99, 103, 111, 117, 121, 123, 125</p> |
| <p>5.1.spi.2. select appropriate synonyms, antonyms, and homonyms within context.</p> | <p>Teacher’s Edition: 7, 107</p> |
| <p>5.1.spi.3. identify compound words, contractions, and common abbreviations within text.</p> | <p>Teacher’s Edition: xxxv</p> |
| <p>5.1.spi.4. select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, side bars).</p> | <p>Teacher’s Edition: 5, 17, 61, 87, 98</p> |
| <p>5.1.spi.5. identify setting, characters, and plot in a passage.</p> | <p>Teacher’s Edition: xvi, 8, 21, 39, 57-58, 72, 124</p> |
| <p><i>At level 2, the student will be able to</i></p> <p>5.1.spi.6. recognize and use grade appropriate vocabulary within context.</p> | <p>Teacher’s Edition: xxxv, 6, 7, 13, 17, 21, 23, 29, 35, 45, 51, 57, 61, 66-67, 80, 89, 94-95, 98, 109, 111, 117, 120-121, 133</p> |
| <p>5.1.spi.7. select questions used to focus and clarify thinking before, during and after reading the text.</p> | <p>Teacher’s Edition: vii, xiv, xvi, 6, 17, 27, 31, 38, 60, 83, 106, 120, 127</p> |
| <p>5.1.spi.8. determine correct meaning/usage of multiple-meaning words within context.</p> | <p>Teacher’s Edition: xxxv</p> |

| Fifth Grade Benchmarks | Summer Success: Reading, Grade 5 |
|---|---|
| 5.1.spi.9. determine word meanings within context. | Teacher's Edition: xiv, 18, 32, 59, 73, 120 |
| 5.1.spi.10. identify the sequence of events in fiction and non-fiction selections. | Teacher's Edition: xvii, 8, 14, 40, 53, 58, 62, 74, 79, 82, 100, 118 |
| 5.1.spi.11. select stated or implied main idea and supporting details from text. | Teacher's Edition: xvii, 65, 79, 86, 101-102, 109 |
| 5.1.spi.12. identify stated or implied cause and effect relationships. | Teacher's Edition: xiv, 21 |
| 5.1.spi.13. distinguish between elements of fact/opinion and reality/fantasy. | Teacher's Edition: 9, 20, 35, 36, 40, 123 |
| 5.1.spi.14. determine inferences from selected passages. | Teacher's Edition: xvi, 20, 38, 42, 66, 79, 86, 96, 126 |
| 5.1.spi.15. select the appropriate summary statement for a given passage. | Teacher's Edition: xvii, 65 |
| 5.1.spi.16. locate information using available text features (e.g. maps, charts, graphics, indexes, glossaries, and tables of content). | Teacher's Edition: 5, 17, 48, 49, 61, 66, 72, 93 |
| 5.1.spi.17. recognize reasonable predictions of future events within a given context. | Teacher's Edition: xiii, xiv, 4, 8, 10, 12, 20, 26, 48, 52-53, 70, 72, 74, 79, 92, 104, 106, 126 |
| <i>At level 3, the student is able to</i> 5.1.spi.18. distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies). | Teacher's Edition: 9, 21, 27, 35, 39, 40, 44, 49, 50, 71, 87, 93-94, 97, 101, 105, 115 |
| 5.1.spi.19. identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved. | Teacher's Edition: xvi, 8, 40, 70, 93 |
| 5.1.spi.20. recognize that a story is told from the first person point of view. | Teacher's Edition: 21 |
| 5.1.spi.21. identify the author's purpose(s) (i.e. to inform or to entertain). | Teacher's Edition: 9, 17, 79, 102, 105 |

| Fifth Grade Benchmarks | Summer Success: Reading, Grade 5 |
|--|---|
| 5.1.spi.22. determine whether the theme is stated or implied within a passage. | Teacher's Edition: 49, 93, 115 |
| 5.1.spi.23. identify similes, metaphors, personification, and hyperbole in context. | Teacher's Edition: 54 |
| 5.1.spi.24. identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, and repetition). | Teacher's Edition: 27, 31, 49, 97, 119 |
| 5.1.spi.25. identify information to support opinions, predictions, and conclusions. | Teacher's Edition: 20, 32, 35, 36, 70, 76, 79-80 |
| 5.1.spi.27. identify, using a graphic organizer, placement of events. | Teacher's Edition: xiv, 40, 57-58 |

WRITING

| Fifth Grade Benchmarks | Summer Success: Reading, Grade 5 |
|---|--|
| <i>At Level 1, the student is able to</i> | Teacher's Edition: 22, 36, 80 |
| 5.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing. | |
| 5.2.spi.3. identify the purpose for writing (i.e., to entertain, to inform, and to report). | Teacher's Edition: 9, 79, 83, 66, 101 |
| 5.2.spi.4. identify the audience for which a piece of text is written. | Teacher's Edition: 9, 79, 83, 66, 101 |
| 5.2.spi.5. select details that support a topic sentence. | Teacher's Edition: 9, 79, 83, 101 |
| 5.2.spi.6. choose vivid and active words when writing. | Teacher's Edition: 71 |
| 5.2.spi.7. develop and write a paragraph topic sentence with supporting details. | Teacher's Edition: 9, 83, 101 |

| Fifth Grade Benchmarks | Summer Success: Reading, Grade 5 |
|---|---|
| <i>At level 2, the student is able to</i> | |
| 5.2.spi.9. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. | Teacher's Edition: 82 |
| 5.2.spi.10. identify the most reliable sources of information for preparing a report or project. | Teacher's Edition: 32, 73 |
| 5.2.spi.11. select the best way to combine sentences to provide syntactic variety within context. | Teacher's Edition: 83, 101 |
| 5.2.spi.13. choose the supporting sentence that best fits the context and flow of ideas in a paragraph. | Teacher's Edition: 83, 101 |
| 5.2.spi.15. select, limit, and refine a writing topic. | Teacher's Edition: 9, 83, 101 |
| 5.2.spi.16. write well-developed, organized, and coherent essays in response to narrative prompts. | Teacher's Edition: 9, 83, 101 |
| 5.2.spi.19. explain and/or illustrate key ideas when writing. | Teacher's Edition: 83, 101 |
| <i>At level 2, the student is able to</i> | |
| 5.2.spi.23. select an appropriate concluding sentence for a well-developed paragraph. | Teacher's Edition: 9, 83, 101 |
| 5.2.spi.24. use appropriate transitional words and devices when writing. | Teacher's Edition: 82, 101 |

ELEMENTS OF LANGUAGE

| Fifth Grade Benchmarks | Summer Success: Reading, Grade 5 |
|--|---|
| <i>At level 2, the student is able to</i> | |
| 5.3.spi.7. identify correctly or incorrectly spelled words in context. | Teacher's Edition: 37, 59, 95, 99, 103 |
| 5.3.spi.8. identify the correct spelling of plurals and possessives. | Teacher's Edition: 15 |



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State Performance Indicators
Sixth Grade

READING

| Sixth Grade Benchmarks | Summer Success: Reading, Grade 6 |
|--|--|
| <p><i>At Level 1, the student is able to</i></p> <p>6.1.spi.1. use knowledge of root words, affixes, syllabication and/or spelling patterns as aids in determining meaning within context.</p> | <p>Teacher's Edition: xxxv, 15, 18-19, 29, 37, 41, 51, 59, 63, 73, 77, 98, 117, 125</p> |
| <p>6.1.spi.2. determine whether a given statement within a passage is fact or fiction.</p> | <p>Teacher's Edition: 79</p> |
| <p>6.1.spi.3. indicate sequence of events in print and non-print texts.</p> | <p>Teacher's Edition: xvii, 12-13, 16, 20, 101, 104-105, 126, 129, 131-132</p> |
| <p>6.1.spi.4. predict future events of a passage.</p> | <p>Teacher's Edition: xiii, 4-5, 8-9, 12, 16, 20, 26, 30, 34, 38, 48-49, 52-53, 57, 70, 72, 80, 86, 96, 108-109, 114-115, 122</p> |
| <p>6.1.spi.5. select appropriate synonyms, antonyms, and homonyms within context.</p> | <p>Teacher's Edition: 51, 71, 73</p> |
| <p>6.1.spi.6. use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words.</p> | <p>Teacher's Edition: xxxv, 18, 35, 50, 54, 98, 106, 117</p> |
| <p>6.1.spi.7. select questions to clarify thinking.</p> | <p>Teacher's Edition: vii, xiv, xvi, 5, 6, 9, 13, 14, 17, 26, 28, 30, 34, 35, 39, 54, 56, 60, 66, 82, 94, 127, 128, 131-132</p> |
| <p>6.1.spi.8. use common text features to make meaning from text (i.e., newspapers and textbooks).</p> | <p>Teacher's Edition: 4, 5, 9, 27, 28, 53, 66, 79, 93</p> |

| Sixth Grade Benchmarks | Summer Success: Reading, Grade 6 |
|---|---|
| 6.1.spi.9. evaluate text for fact and opinion. | Teacher's Edition: 79, 101 |
| <i>At level 2, the student is able to</i> 6.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary within context. | Teacher's Edition: xxxv, 23, 45, 67, 83, 87, 89, 111, 133 |
| 6.1.spi.11. locate information using available text features. | Teacher's Edition: 28, 49, 87, 109, 115, 131 |
| 6.1.spi.12. recognize that purpose determines text format. | Teacher's Edition: 79, 120, 123 |
| 6.1.spi.13. analyze the effects of sound in context (i.e., onomatopoeia, alliteration, accent, rhyme, and repetition). | Teacher's Edition: 21, 27, 31, 49, 53, 76 |
| 6.1.spi.14. choose the correct meaning of multiple meaning words in context. | Teacher's Edition: 99 |
| 6.1.spi.15. locate and verify information to support opinions, predictions, and conclusions. | Teacher's Edition: xiii, 9, 10, 38, 48-49, 57, 59, 70, 74, 79, 109 |
| 6.1.spi.16. identify stated or implied cause and effect relationships. | Teacher's Edition: xiv |
| 6.1.spi.17. draw inferences from selected texts. | Teacher's Edition: xvi, 26, 28, 39, 61, 78, 108, 130 |
| 6.1.spi.18. analyze the use of similes, metaphors, personification, and hyperbole within context. | Teacher's Edition: 71, 75 |
| 6.1.spi.19. select sources from which to gather information on a given topic and determine their reliability. | Teacher's Edition: 21 |
| 6.1.spi.20. distinguish among various literary genres (e.g., poetry, drama, fiction, and non-fiction). | Teacher's Edition: 5, 6, 22, 27, 28, 39, 49, 57, 70-71, 75, 79, 83, 101, 115, 123, 127 |
| 6.1.spi.21. determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved. | Teacher's Edition: xvii, 13, 21, 30, 43, 56, 65, 77, 87, 104, 131 |

| Sixth Grade Benchmarks | Summer Success: Reading, Grade 6 |
|---|---|
| 6.1.spi.22. recognize the first person point of view in literature. | Teacher's Edition: 13, 123 |
| 6.1.spi.23. select an appropriate summary statement and determine whether the theme is stated or implied. | Teacher's Edition: xvii, 21, 65, 87, 104 |
| <i>At level 3, the student is able to</i> | |
| 6.1.spi.25. identify patterns of rhyme and rhythm. | Teacher's Edition: 21, 27, 31, 49, 53, 76, 115 |
| 6.1.spi.26. determine the author's purpose for writing a selection (i.e., to inform, to persuade, to entertain, to share emotions). | Teacher's Edition: xvi, 79, 120, 123 |

WRITING

| Sixth Grade Benchmarks | Summer Success: Reading, Grade 6 |
|--|---|
| <i>At Level 1, the student is able to</i> | Teacher's Edition: 9, 14, 27, 29, 32, 36, 39-40, 60, 73, 76, 80, 84, 95, 117 |
| 6.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection. | |
| 6.2.spi.2. select an appropriate title that reflects the topic of a written selection. | Teacher's Edition: 14, 40 |
| 6.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade). | Teacher's Edition: 123 |
| 6.2.spi.5. identify the most reliable sources of information for preparing a report or project. | Teacher's Edition: 21 |
| <i>At level 2, the student is able to</i> | Teacher's Edition: 79 |
| 6.2.spi.6. rearrange multi-paragraphed work in a logical and coherent order. | |
| 6.2.spi.7. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. | Teacher's Edition: 131 |

| Sixth Grade Benchmarks | Summer Success: Reading, Grade 6 |
|---|---|
| 6.2.spi.8. select an appropriate concluding sentence for a well-developed paragraph. | Teacher's Edition: 14, 36, 79, 84, 88 |
| 6.2.spi.11. choose the supporting sentence that best fits the context and flow of ideas in a paragraph. | Teacher's Edition: 14, 36, 79, 84, 88 |
| 6.2.spi.12. supply a missing piece of information in an outline. | Teacher's Edition: 5, 13, 71-72, 80, 130 |
| <i>At level 3, the student is able to</i> 6.2.spi.13. select an appropriate thesis statement for a writing sample. | Teacher's Edition: 14, 36, 79, 84, 88 |
| 6.2.spi.15. select illustrations, descriptions, and/or facts to support key ideas. | Teacher's Edition: xiii, 9, 10, 38, 48-49, 57, 59, 70, 74, 80, 109 |

ELEMENTS OF LANGUAGE

| Sixth Grade Benchmarks | Summer Success: Reading, Grade 6 |
|---|-----------------------------------|
| <i>At level 2, the student is able to</i> 6.3.spi.7. identify correctly and incorrectly spelled words in context. | Teacher's Edition: 81, 103 |
| 6.3.spi.10. identify the correct use of colons (i.e., in business letters, preceding a list of items) within context. | Teacher's Edition: 57 |



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Tennessee English/Language Arts
State Performance Indicators
Seventh Grade

READING

| Seventh Grade Benchmarks | Summer Success: Reading, Grade 7 |
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| <p><i>At Level 1, the student is able to</i></p> <p>7.1.spi.1. derive information from the following text features: timelines, graphs, headings, and subheadings within context.</p> | <p>Teacher's Edition: 9, 48, 105-106</p> |
| <p>7.1.spi.2. determine the meaning of unknown words and/or multiple meaning words through the use of context clues.</p> | <p>Teacher's Edition: xvii, xxxv, 9, 15, 54, 56, 71, 127-128</p> |
| <p>7.1.spi.3. replace unknown words in context with appropriate synonyms or antonyms.</p> | <p>Teacher's Edition: 125</p> |
| <p>7.1.spi.4. make predictions about the outcome of a given passage.</p> | <p>Teacher's Edition: 4, 8-9, 20, 26, 52, 60, 70, 74, 82, 100, 104, 108, 116, 118, 126, 130</p> |
| <p>7.1.spi.5. formulate clarifying questions for use before, during, or after reading.</p> | <p>Teacher's Edition: vii, xiv, xv, 12, 13, 26, 28, 38, 49, 75, 79, 106, 131</p> |
| <p>7.1.spi.6. identify the main idea in a reading selection.</p> | <p>Teacher's Edition: xvi, 16, 18, 20, 38, 43-44, 80, 83, 97, 100, 105-106, 110, 114, 123, 127</p> |
| <p>7.1.spi.7. distinguish between fact and opinion within context.</p> | <p>Teacher's Edition: 53, 75, 83</p> |
| <p>7.1.spi.8. decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.</p> | <p>Teacher's Edition: xxxv, 7, 9, 11, 14-15, 17, 29, 33, 40-41, 51, 55-57, 59, 72, 81, 84, 95, 107, 121, 125, 127-129</p> |
| <p>7.1.spi.9. recognize first person point of view.</p> | <p>Teacher's Edition: 86</p> |

| Seventh Grade Benchmarks | Summer Success: Reading, Grade 7 |
|---|--|
| <p><i>At level 2, the student is able to</i></p> <p>7.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary within context.</p> | <p>Teacher's Edition: xxxv, 9, 13, 17, 23, 31, 41, 45, 56-57, 67, 75, 85, 89, 111, 117, 133</p> |
| <p>7.1.spi.11. identify plot elements in the proper place on a graphic organizer.</p> | <p>Teacher's Edition: 16, 35-36, 48, 98, 106, 110, 114, 119, 132</p> |
| <p>7.1.spi.12. locate information using keywords and headings.</p> | <p>Teacher's Edition: 31, 39, 49, 61, 105-106</p> |
| <p>7.1.spi.13. distinguish between poetry and prose and between biography and autobiography.</p> | <p>Teacher's Edition: 39, 65, 70</p> |
| <p>7.1.spi.14. select the correct word or phrase to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, functions, verb forms, and rhymes.</p> | <p>Teacher's Edition: 63, 103</p> |
| <p>7.1.spi.16. draw inferences from selected passages.</p> | <p>Teacher's Edition: 60, 74, 79, 83, 109, 116, 119, 127</p> |
| <p>7.1.spi.17. identify the author's purpose for writing and/or the reader's purpose for reading.</p> | <p>Teacher's Edition: xvi, xxxii, 44, 53, 75, 83, 101</p> |
| <p>7.1.spi.18. analyze the cause and effect relationship in a given passage.</p> | <p>Teacher's Edition: xiii, xiv</p> |
| <p>7.1.spi.19. identify examples of propaganda techniques (i.e., bandwagon, loaded words, testimonials).</p> | <p>Teacher's Edition: 75</p> |
| <p>7.1.spi.20. determine the common characteristics of short stories, novels, poetry, drama, and non-fiction.</p> | <p>Teacher's Edition: xiii, 5, 21, 35, 39, 48, 53, 57, 65, 83, 86, 92, 94, 97, 105</p> |
| <p>7.1.spi.21. recognize implied themes.</p> | <p>Teacher's Edition: 44, 119</p> |
| <p>7.1.spi.22. identify similes, metaphors, personification, and hyperbole within context.</p> | <p>Teacher's Edition: 9, 21, 27, 65, 97, 105</p> |
| <p>7.1.spi.23. analyze the effect within context of the sound devices of onomatopoeia, alliteration, accent, rhyme, and repetition.</p> | <p>Teacher's Edition: 21, 93</p> |

| Seventh Grade Benchmarks | Summer Success: Reading, Grade 7 |
|---|---|
| <p><i>At level 3, the student is able to</i></p> <p>7.1.spi.24. recognize and identify words within context that reveal particular time periods and cultures.</p> | Teacher's Edition: 92, 100, 122 |
| <p>7.1.spi.25. identify at least two ways by which an author reveals character traits in a given passage.</p> | Teacher's Edition: 82, 85 |
| <p>7.1.spi.26. identify symbolism, flashback, and foreshadowing within context.</p> | Teacher's Edition: 65, 105 |
| <p>7.1.spi.27. rank a given set of resources according to reliability.</p> | Teacher's Edition: 80 |
| <p>7.1.spi.28. identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme) in context.</p> | Teacher's Edition: 93 |

WRITING

| Seventh Grade Benchmarks | Summer Success: Reading, Grade 7 |
|--|---|
| <p><i>At Level 1, the student is able to</i></p> <p>7.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.</p> | Teacher's Edition: 17, 38, 43, 72-73, 83, 101, 127 |
| <p>7.2.spi.2. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.</p> | Teacher's Edition: 38, 43 |
| <p>7.2.spi.3. identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).</p> | Teacher's Edition: 17-18, 43, 72, 75, 83, 101 |
| <p>7.2.spi.5. select an appropriate concluding sentence for a well-developed paragraph.</p> | Teacher's Edition: 17-18, 38, 43, 101, 123 |
| <p>7.2.spi.6. supply a missing piece of information in an outline.</p> | Teacher's Edition: 17, 38, 43, 72-73, 101 |

| Seventh Grade Benchmarks | Summer Success: Reading, Grade 7 |
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| <i>At level 2, the student is able to</i> | |
| 7.2.spi.8. identify individual written selections as technical, narrative, persuasive and /or descriptive in mode. | Teacher’s Edition: 17-18, 101, 123 |
| 7.2.spi.9. select an appropriate thesis statement for a writing sample. | Teacher’s Edition: 17-18, 38, 43, 101, 123 |
| 7.2.spi.12. choose the supporting sentence that best fits the context and flow of ideas in a paragraph. | Teacher’s Edition: 17-18, 38, 43, 101, 123 |
| 7.2.spi.13. select the most appropriate title for a passage. | Teacher’s Edition: 17-18, 38, 43, 101, 123 |
| <i>At level 3, the student is able to</i> | |
| 7.2.spi.15. select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas. | Teacher’s Edition: 52-53, 86, 101, 104 |

ELEMENTS OF LANGUAGE

| Seventh Grade Benchmarks | Summer Success: Reading, Grade 7 |
|--|---|
| <i>At Level 1, the student is able to</i> | |
| 7.3.spi.3. identify the correct use of colons (i.e., in business letters, preceding a list of items) within context. | Teacher’s Edition: 31, 53 |
| 7.3.spi.4. choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks). | Teacher’s Edition: 18 |
| <i>At level 2, the student is able to</i> | |
| 7.3.spi.9. identify correctly or incorrectly spelled words in context. | Teacher’s Edition: 107 |



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Eighth Grade

READING

| Eighth Grade Benchmarks | Summer Success: Reading, Grade 8 |
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| <p><i>At Level 1, the student is able to</i></p> <p>8.1.spi.1. formulate appropriate questions during the reading of text.</p> | <p>Teacher's Edition: vii, xii, 6, 16, 54, 56, 60, 71-72, 78, 109, 130</p> |
| <p>8.1.spi.2. choose the correct meaning/usage of multi-meaning words by replacing the word in context with an appropriate synonym or antonym.</p> | <p>Teacher's Edition: xxxv, 73, 121</p> |
| <p>8.1.spi.3. locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, tables of contents, and appendices).</p> | <p>Teacher's Edition: xiii, 28, 101, 115</p> |
| <p>8.1.spi.4. identify on a graphic organizer the points at which various plot elements occur.</p> | <p>Teacher's Edition: xvi, 39-40, 62, 65, 78, 94, 132</p> |
| <p>8.1.spi.5. identify an appropriate title to reinforce the main idea of a passage or paragraph.</p> | <p>Teacher's Edition: 31, 123-124</p> |
| <p>8.1.spi.6. determine cause-effect relationships in context.</p> | <p>Teacher's Edition: xiii, xiv, xiii, 30, 35, 66, 79-80, 131</p> |
| <p>8.1.spi.7. determine inferences from selected passages.</p> | <p>Teacher's Edition: 34, 49-50, 52-53, 58, 73, 75, 80, 117-118</p> |
| <p>8.1.spi.8. recognize a reasonable prediction of future events of a passage.</p> | <p>Teacher's Edition: 8, 12, 16, 20, 26, 34, 38, 42, 51-52, 57, 60, 70, 74, 78, 82, 86, 88, 96, 100, 103-104, 108, 118, 122, 125-126, 128</p> |

| Eighth Grade Benchmarks | Summer Success: Reading, Grade 8 |
|--|---|
| 8.1.spi.9. select information using keywords and headings. | Teacher's Edition: 6, 13, 18, 22, 71, 119 |
| <i>At level 2, the student is able to</i> 8.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary. | Teacher's Edition: 4, 33, 51, 53, 61, 71, 89, 95, 97, 103, 117 |
| 8.1.spi.11. determine an author's purpose for writing or a student's purpose for reading. | Teacher's Edition: 6, 9, 35, 49, 101 |
| 8.1.spi.13. use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning. | Teacher's Edition: xiii, 13, 21, 22, 35, 53, 79, 97 |
| 8.1.spi.14. distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics. | Teacher's Edition: xiii, 9, 13, 35, 36, 39, 44, 48-49, 61, 65, 67, 79, 83, 116, 119, 131 |
| 8.1.spi.15. identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole. | Teacher's Edition: 109 |
| 8.1.spi.16. choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies. | Teacher's Edition: 19, 41, 107 |
| 8.1.spi.18. recognize author's point of view (e.g., first person or third person, limited/ omniscient). | Teacher's Edition: 115 |
| 8.1.spi.20. recognize commonly used foreign phrases (e.g., bonjour, hasta la vista, bon voyage, mi casa es su casa, e pluribus unum, c'est la vie). | Teacher's Edition: 43, 57 |
| 8.1.spi.21. identify examples of sound devices within context (e.g. rhyme, alliteration, assonance, slant rhyme, repetition, internal rhyme). | Teacher's Edition: 6, 43 |
| 8.1.spi.22. recognize and identify words within context that reveal particular time periods and cultures. | Teacher's Edition: 4, 32, 57 |

| Eighth Grade Benchmarks | Summer Success: Reading, Grade 8 |
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| <p><i>At level 3, the student is able to</i></p> <p>8.1.spi.23. determine the influence of culture and ethnicity on the themes and issues of literary texts.</p> | Teacher's Edition: 9, 57 |
| <p>8.1.spi.24. identify how the author reveals character (e.g., physical characteristics, dialog, what others say about him, what he does).</p> | Teacher's Edition: 16, 30, 37-38, 40, 42, 59-60, 62-64, 70, 73-75, 92, 103, 114, 120, 122 |
| <p>8.1.spi.25. recognize literary elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood and tone).</p> | Teacher's Edition: 31, 75, 83, 87, 109 |
| <p>8.1.spi.27. recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words.</p> | Teacher's Edition: xvii |

WRITING

| Eighth Grade Benchmarks | Summer Success: Reading, Grade 8 |
|--|---|
| <p><i>At Level 1, the student is able to</i></p> <p>8.2.spi.1. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.</p> | Teacher's Edition: 14, 21, 35-36, 84, 97-98, 110, 114, 123 |
| <p>8.2.spi.2. select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.</p> | Teacher's Edition: 14, 36, 83 |
| <p>8.2.spi.3. identify the purpose for writing (i.e., to inform, to describe to explain, to persuade).</p> | Teacher's Edition: 9, 14, 31, 35, 38, 123-124 |
| <p>8.2.spi.7. select, limit, and refine a topic.</p> | Teacher's Edition: 31, 123-124 |
| <p>8.2.spi.8. write well-organized and coherently developed paragraphs.</p> | Teacher's Edition: 31, 123-124 |

| Eighth Grade Benchmarks | Summer Success: Reading, Grade 8 |
|--|---|
| <p><i>At level 2, the student is able to</i></p> <p>8.2.spi.12. identify individual written selections as technical, narrative, persuasive, and /or descriptive in mode.</p> | <p>Teacher's Edition: 38, 123-124</p> |
| <p>8.2.spi.13. select an appropriate thesis statement for a writing sample.</p> | <p>Teacher's Edition: 123-124</p> |
| <p>8.2.spi.14. select the most appropriate title for a selection.</p> | <p>Teacher's Edition: 31</p> |
| <p>8.2.spi.15. select illustrations, explanations, anecdotes, descriptions, and/or facts to in a paragraph.</p> | <p>Teacher's Edition: 31, 123-124</p> |
| <p>8.2.spi.16. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.</p> | <p>Teacher's Edition: 31, 123-124</p> |
| <p>8.2.spi.17. write well-developed, organized and coherent essays in response to expository prompts.</p> | <p>Teacher's Edition: 14</p> |
| <p>8.2.spi.18. support key ideas with explanations, illustrations, anecdotes and descriptions, and facts.</p> | <p>Teacher's Edition: 13-14, 31, 38, 52, 93, 106, 108, 114, 120, 123-124</p> |
| <p>8.2.spi.19. revise and edit writings for the elements of language.</p> | <p>Teacher's Edition: 124</p> |
| <p>8.2.spi.20. choose vivid words, active voice verbs, figurative language, imagery, colorful modifiers, and sensory details to enhance writings.</p> | <p>Teacher's Edition: 62, 109-110</p> |

ELEMENTS OF LANGUAGE

| Eighth Grade Benchmarks | Summer Success: Reading, Grade 8 |
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| <p><i>At Level 1, the student is able to</i></p> <p>8.3.spi.2. recognize usage errors occurring within context (e.g., subject/verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome words: where, were; which, that; who, who, whom) within context.</p> | <p>Teacher's Edition: 59</p> |
| <p><i>At level 2, the student is able to</i></p> <p>8.3.spi5. identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate noun), pronouns (i.e., reflexive, interrogative, and demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, and verb phrases), adjectives (i.e., common/proper, comparative and superlative forms, adjective clauses), adverbs (i.e., comparative and superlative forms), interjections and conjunctions (i.e., coordinating, correlative, and subordinating) within context.</p> | <p>Teacher's Edition: 59</p> |



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