

AFTERSCHOOL ACHIEVERS: READING CLUB ©2004

GRADES K-5

correlated to

Texas Essential Knowledge and Skills (TEKS)

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Afterschool Achievers: Reading Club © 2004
correlated to
Texas Essential Knowledge and Skills
Grade K

(K . 5) R e a d i n g / p r i n t a w a r e n e s s .
The student demonstrates knowledge of concepts of print.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i> (K-1);	Instructor's Guide: 8, 61, 81
(B) know that print moves left-to-right across the page and top-to-bottom (K-1);	Instructor's Guide: 1, 6, 11, 31, 47, 62, 81, 82, 147, 172, 186
(C) understand that written words are separated by spaces (K-1);	Instructor's Guide: 21, 36, 51, 186
(D) know the difference between individual letters and printed words (K-1);	Instructor's Guide: 159, 164, 169, 174, 179, 186
(E) know the difference between capital and lowercase letters (K-1);	Instructor's Guide: 51, 81, 169, 174, 179,
(F) recognize how readers use capitalization and punctuation to comprehend (K-1);	Instructor's Guide: 26, 41, 51, 56, 66, 76, 81, 96, 106, 121, 111, 131, 141, 166, 176, 186
(G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and	Instructor's Guide: 24, 29, 34, 39, 71
(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).	Instructor's Guide: 26

(K . 6) R e a d i n g / p h o n o l o g i c a l a w a r e n e s s .

The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);	Instructor's Guide: 21, 36, 51, 186, 188, 196
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);	Instructor's Guide: 9, 19, 28, 29, 43, 63, 73, 78, 128, 133, 138, 163, 197
(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);	Instructor's Guide: 3, 4, 8, 13, 18, 23, 53, 58, 78, 118, 138, 148, 173, 189, 197
(D) identify and isolate the initial and final sound of a spoken word (K-1);	Instructor's Guide: 14, 18, 24, 29, 34, 39, 44, 49, 59, 64, 69, 74, 78, 79, 83, 84, 93, 94, 98, 99, 103, 104, 109, 113, 118, 124, 138, 144, 148, 153, 154, 158, 168, 173, 178, 189, 197
(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and	Instructor's Guide: 48, 78, 128
(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).	Instructor's Guide: 18, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 113, 114, 119, 124, 129, 134, 144, 149, 154, 168, 173

(K . 7) R e a d i n g / l e t t e r - s o u n d r e l a t i o n s h i p s .

The student uses letter-sound knowledge to decode written language.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) name and identify each letter of the alphabet (K-1);	Instructor's Guide: 139, 159, 164, 169, 174, 179, 191, 191, 198, 199
(B) understand that written words are composed of letters that represent sounds (K-1); and	Instructor's Guide: 36, 49, 51, 54, 64, 69, 74, 79, 82, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 144, 149, 154
(C) learn and apply letter-sound correspondence of a set of consonants and vowels to begin to read (K-1).	Instructor's Guide: 128

(K . 8) Reading / vocabulary development .

The student develops an extensive vocabulary.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);	Instructor's Guide: 8, 21, 48, 58, 68, 78, 98, 108, 113, 118, 168, 178
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and	Instructor's Guide: v, 1, 61, 66, 71, 76, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
(C) identify words that name persons, places, or things and words that name actions (K-1).	Instructor's Guide: 18, 28, 68, 78, 88, 93, 98, 118, 123, 143, 148, 158

(K . 9) Reading / comprehension .

The student uses a variety of strategies to comprehend selections read aloud.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	Instructor's Guide: 2, 36, 38, 40, 42, 52, 60, 76, 137, 140, 142, 147
(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and	Instructor's Guide: 10, 62
(C) retell or act out the order of important events in stories (K-3).	Instructor's Guide: 2, 37, 67, 102, 125, 157, 167, 172, 176

(K . 10) Reading / literary response .

The student responds to various texts.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) listen to stories being read aloud (K-1);	Instructor's Guide: 2, 17, 37, 62, 67, 77, 92, 102, 127, 147, 172
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);	Instructor's Guide: 61, 66, 71, 75, 76, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, , 156, 161, 166, 171, 176
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and	Instructor's Guide: 2, 7, 17, 37, 62, 67, 76, 77, 78, 82, 92, 101, 102, 127, 147, 172
(D) describe how illustrations contribute to the text (K-1).	Instructor's Guide: 15, 180

**(K . 1 1) R e a d i n g / t e x t s t r u c t u r e s / l i t e r a r y
c o n c e p t s .**

The student recognizes characteristics of various types of texts.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(B) understand simple story structure (K-1);	Instructor's Guide: 37, 67, 172
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);	Instructor's Guide: 7, 62, 92, 127
(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and	Instructor's Guide: 10, 62, 92, 127, 141, 151
(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).	Instructor's Guide: 10, 180

(K . 1 2) R e a d i n g / i n q u i r y / r e s e a r c h .

The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);	Instructor's Guide: 22, 25, 112
(B) use pictures, print, and people to gather information and answer questions (K-1);	Instructor's Guide: 15, 20, 77, 193, 201
(C) draw conclusions from information gathered (K-3); and	Instructor's Guide: 72, 131, 193, 201
(D) locate important areas of the library/media center (K-1).	Instructor's Guide: 177

(K . 1 3) R e a d i n g / c u l t u r e .

The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade K
The student is expected to:	
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	Instructor's Guide: 2, 36, 38, 40, 42, 52, 60, 76, 137, 140, 142, 147, 152, 162
(B) compare experiences of characters across cultures (K-3).	Instructor's Guide: 22, 82



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Grade 1

(1 . 5) R e a d i n g / p r i n t a w a r e n e s s .
The student demonstrates knowledge of concepts of print.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 93, 96, 101, 106, 111, 116, 121, 126, 128, 131, 136, 141, 146, 148, 151, 156, 161, 166, 168, 171, 176
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i> (K-1);	
(B) know that print moves left-to-right across the page and top-to-bottom (K-1);	Instructor's Guide: 11, 16, 21, 36, 41, 91
(C) understand that written words are separated by spaces (K-1);	Instructor's Guide: 21, 71
(D) know the difference between individual letters and printed words (K-1);	Instructor's Guide: 6
(F) know the difference between capital and lowercase letters (K-1);	Instructor's Guide: 26, 112
(G) recognize how readers use capitalization and punctuation to comprehend (K-1);	Instructor's Guide: 26, 41, 51, 76, 81, 91, 112, 121, 171, 176
(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);	Instructor's Guide: 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);	Instructor's Guide: 11
(K) recognize the distinguishing features of a paragraph (1).	Instructor's Guide: 61, 166

(1 . 6) Reading / phonological awareness .

The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	Instructor’s Guide: 63, 71, 86
(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);	
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);	Instructor’s Guide: 108, 143
(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);	Instructor’s Guide: 3, 4, 8, 9, 13, 14, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
(D) identify and isolate the initial and final sound of a spoken word (K-1);	Instructor’s Guide: 8, 18, 19, 24, 28, 29, 33, 34, 38, 44, 48, 49, 54, 58, 59, 63, 64, 68, 69, 74, 78, 79, 83, 84, 88, 89, 144
(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and	Instructor’s Guide: 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).	Instructor’s Guide: 94, 99, 108, 109, 143, 144, 174, 179

(1 . 7) Reading / letter - sound relationships .

The student uses letter-sound knowledge to decode written language.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	Instructor’s Guide: 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
(A) name and identify each letter of the alphabet (K-1);	
(B) understand that written words are composed of letters that represent sounds (K-1);	Instructor’s Guide: 94, 99, 104, 109, 114, 119, 124, 126, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179, 154, 169, 174
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);	Instructor’s Guide: 99, 114, 126, 144, 149, 154, 159, 164, 169, 174, 179
(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as <i>bl, st, tr</i> ; consonant digraphs such as <i>th, sh, ck</i> ; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1);	Instructor’s Guide: 79, 83, 84, 104, 126, 144, 149, 154, 159, 164, 169, 174, 179
(E) blend initial letter-sounds with common vowel spelling patterns to read words(1-3);	Instructor’s Guide: 99, 114, 119, 149, 154, 159, 164, 169

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
(F) decode by using all letter-sound correspondences within regularly spelled words (1-3); and	Instructor’s Guide: 99, 114, 119, 122, 134, 144, 149, 154, 159, 164, 169, 174, 179
(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).	Instructor’s Guide: 99, 114, 119, 122, 144, 149, 154, 159, 164, 169, 174, 179

(1 . 8) R e a d i n g / w o r d i d e n t i f i c a t i o n .

The student uses a variety of word identification strategies.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	
(A) decode by using all letter-sound correspondences within a word (1-3);	Instructor’s Guide: 124, 129, 139, 159, 164, 169, 179
(B) use common spelling patterns to read words (1);	Instructor’s Guide: 159, 164, 179
(C) use structural cues to recognize words such as compounds, base words, and inflections such as <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i> (1-2);	Instructor’s Guide: 113, 133, 158, 169, 173
(D) identify multisyllabic words by using common syllable patterns (1-3);	Instructor’s Guide: 94, 99, 108, 109, 143, 144, 174, 179
(E) recognize high frequency irregular words such as <i>said</i> , <i>was</i> , <i>where</i> , and <i>is</i> . (1-2);	Instructor’s Guide: 129
(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	Instructor’s Guide: 33, 37, 40, 108, 128, 148, 168
(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	Instructor’s Guide: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 88

(1 . 9) R e a d i n g / f l u e n c y .

The student reads with fluency and understanding in texts at appropriate difficulty levels.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);	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
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” first grader reads approximately 60 wpm) (1);	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

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and	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

(1 . 1 0) R e a d i n g / v a r i e t y o f t e x t s .

The student reads widely for different purposes in varied sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	
(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and	Instructor's Guide: 101, 131, 146
(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).	Instructor's Guide: 101, 131, 146

(1 . 1 1) R e a d i n g / v o c a b u l a r y d e v e l o p m e n t .

The student develops an extensive vocabulary.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);	Instructor's Guide: 118, 123, 128, 138, 143, 148, 163, 168
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and	Instructor's Guide: 1, 6, 11, 16, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 93, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
(C) identify words that name persons, places, or things and words that name actions (K-1).	Instructor's Guide: 98, 118, 123, 133, 148, 153, 158, 163, 168, 173

(1 . 1 2) R e a d i n g / c o m p r e h e n s i o n .

The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	Instructor's Guide: 81, 105, 146, 171
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	Instructor's Guide: 6, 11, 12, 16, 21, 26, 51, 66, 71, 76, 101, 131, 146
(C) retell or act out the 10, of important events in stories (K-3);	Instructor's Guide: 7, 27, 30, 47, 50, 87, 90, 102, 122, 125, 150, 157, 160, 175

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
(D) monitor his/her own comprehension, and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3);	Instructor's Guide: 77, 80, 82, 85, 86, 87, 92, 97, 98, 107, 112, 117, 122, 125, 127, 137, 142, 147, 147, 148, 152, 157, 158, 160, 162, 172, 177, 178, 183
(E) draw and discuss visual, images based on text descriptions (1-3)	Instructor's Guide: 3, 4, 9, 17, 32, 52, 55, 72, 77, 107, 110, 177, 180
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); and	Instructor's Guide: 57, 60, 92, 95, 127, 130, 162, 165, 183
(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).	Instructor's Guide: 62, 65, 72, 97, 100, 111, 116, 122, 132, 135, 136, 141, 147, 156, 167, 170, 171, 183

(1 . 1 3) Reading / literary response .

The student responds to various texts.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 93, 96, 101, 106, 111, 116, 121, 126, 128, 131, 136, 141, 146, 148, 151, 156, 161, 166, 168, 171, 176
(A) listen to stories being read aloud (K-1);	
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);	Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 93, 96, 101, 106, 111, 116, 121, 126, 128, 131, 136, 141, 146, 148, 151, 156, 161, 166, 168, 171, 176
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);	Instructor's Guide: 6, 11, 12, 16, 26, 61, 66, 71, 76
(D) connect ideas and themes across texts (1-3); and	Instructor's Guide: 62, 65, 72, 97, 100, 111, 116, 122, 132, 135, 136, 141, 147, 156, 167, 170, 171, 183
(E) describe how illustrations contribute to the text (K-1).	Instructor's Guide: 67

(1 . 1 4) Reading / text structures / literary concepts .

The student recognizes characteristics of various types of texts.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	Instructor's Guide: 27, 47, 62, 65, 72, 87, 97, 100, 111, 116, 122, 132, 135, 136, 141, 147, 156, 167, 170, 171, 183
(B) understand simple story structure (K-1);	
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);	Instructor's Guide: 6, 11, 12, 16, 21, 26, 51, 101, 131, 146

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	Instructor's Guide: 6, 11, 12, 16, 21, 26, 51, 66, 71, 76, 101, 131, 146
(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	Instructor's Guide: 6, 11, 12, 16, 21, 26, 51, 101, 131, 146
(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);	Instructor's Guide: 12, 15, 17, 27, 35, 47, 52, 67, 74, 131, 142, 145, 151
(G) analyze characters, including their traits, feelings, relationships, and changes (1-3);	Instructor's Guide: 6, 116, 122, 141, 156
(H) identify the importance of the setting to a story's meaning (1-3); and	Instructor's Guide: 122
(I) recognize the story problem(s) or plot (1-3).	Instructor's Guide: 122

(1 . 1 5) R e a d i n g / i n q u i r y / r e s e a r c h .

The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	
(A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);	Instructor's Guide: 67, 77, 86, 91, 132, 137, 141, 147, 167
(B) use pictures, print, and people to gather information and answer questions (K-1);	Instructor's Guide: 131, 146
(C) draw conclusions from information gathered (K-3);	Instructor's Guide: 57, 131
(E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3); and	Instructor's Guide: 11
(F) locate important areas of the library/media center (K-1).	Instructor's Guide: 38

(1 . 1 6) R e a d i n g / c u l t u r e .

The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 1
The student is expected to:	
(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3)	Instructor's Guide: 15, 22, 81, 105, 146, 171

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Texas Essential Knowledge and Skills
Grade 2

(2 . 5) R e a d i n g / w o r d i d e n t i f i c a t i o n .
The student uses a variety of word identification strategies.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to:	
(A) decode by using all letter-sound correspondences within a word (1-3);	Instructor's Guide: 4, 29, 54, 59, 74, 79, 99, 103, 104, 114, 119, 123, 128, 129, 139, 144, 154, 159, 169
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	Instructor's Guide: 4, 14, 54, 59, 64, 69, 70, 74, 79, 84, 88, 94, 99, 103, 109, 114, 119, 123, 128, 129, 139, 144, 154, 159, 164, 179
(C) recognize high frequency irregular words such as <i>said, was, where, and is</i> (1-2);	Instructor's Guide: 9, 14, 53, 73, 93, 113, 114
(D) identify multisyllabic words by using common syllable patterns (1-3);	Instructor's Guide: 13, 23, 93, 94, 133, 143, 144, 153, 159, 169, 173
(E) use structural cues to recognize words such as compound, base words, and inflections such as <i>-s, -es, -ed, and -ing</i> (1-2);	Instructor's Guide: 93, 99, 104, 109, 110, 113, 119, 123, 124, 125, 129, 133, 134, 135, 143, 149, 150, 153, 164, 173, 179
(F) use structural cues such as prefixes and suffixes to recognize words, for example, <i>un-</i> and <i>-ly</i> (20);	Instructor's Guide: 133, 158, 164, 169, 174, 178
(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	Instructor's Guide: 48, 63, 67, 68, 78, 82, 85, 88, 148, 163, 168
(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	Instructor's Guide: 4, 9, 14, 29, 49, 59, 64, 69, 70, 74, 79, 84, 88, 94, 99, 103, 114, 119, 123, 128, 129, 139, 144, 154, 159, 169

(2 . 6) R e a d i n g / f l u e n c y .

The student reads with fluency and understanding in texts at appropriate difficulty levels.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to: (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);	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
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);	Instructor's Guide: 96, 161, 162
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);	Instructor's Guide: 6, 31, 46, 51, 61, 81, 131, 136, 146, 151, 166
(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	Instructor's Guide: 7, 21, 41, 56, 86, 107, 111
(E) read silently for increasing periods of time (2-3).	Instructor's Guide: 131, 156, 161, 171, 176

(2 . 7) R e a d i n g / v a r i e t y o f t e x t s .

The student reads widely for different purposes in varied sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to: (A) read classic and contemporary works (2-8);	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
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	Instructor's Guide: 161
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	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 . 8) Reading / vocabulary development .**The student develops an extensive vocabulary.**

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to: (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);	Instructor's Guide: 2, 3, 8, 13, 18, 19, 23, 28, 33, 34, 39, 43, 44, 49, 63, 68, 70, 73, 78, 83, 85, 88, 98, 103, 123, 138, 143, 148, 163, 168
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	Instructor's Guide: 1, 6, 11, 13, 16, 18, 21, 26, 31, 36, 46, 56, 71, 76, 81, 83, 86, 91, 96, 106, 116, 124, 126, 131, 136, 141, 146, 151, 156, 157, 161, 166, 171, 176, 190, 192
(C) develop vocabulary through reading (2-3); and	Instructor's Guide: 13, 18, 83
(D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).	Instructor's Guide: 58, 67, 82, 78

(2 . 9) Reading / comprehension .**The student uses a variety of strategies to comprehend selections read aloud and selections read independently.**

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to: (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	Instructor's Guide: 11, 36, 41, 90
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	Instructor's Guide: 1, 11, 16, 31, 106, 116, 141, 146, 151, 156, 171, 176
(C) retell or act out the order of important events in stories (K-3);	Instructor's Guide: 22, 62, 65, 102, 105, 142, 145, 167
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3);	Instructor's Guide: 2, 7, 12, 18, 22, 27, 32, 38, 42, 47, 52, 62, 67, 72, 78, 82, 87, 92, 102, 107, 109, 112, 118, 122, 127, 137, 142, 147, 152, 157, 162, 166, 167, 170, 177, 190
(E) draw and discuss visual images based on text descriptions (1-3);	Instructor's Guide: 27, 30, 101, 107, 111, 135, 147, 155
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);	Instructor's Guide: 2, 5, 17, 42, 45, 57, 97, 122, 137, 162
(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);	Instructor's Guide: 27, 32, 35, 37, 66, 72, 75, 77, 80, 91, 112, 115, 117, 120, 121, 152, 155, 157, 160, 172, 175, 177, 180
(I) represent text information in different ways, including story maps, graphs, and charts (2-3).	Instructor's Guide: 52, 77, 97, 107, 112, 137, 177

(2 . 1 0) Reading / literary response .**The student responds to various texts.**

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to:	
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);	Instructor's Guide: 6, 7, 12, 27, 52, 71, 87, 92, 121, 126, 146, 147
(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);	Instructor's Guide: 32, 96, 161, 162
(C) support interpretations or conclusions with examples drawn from text (2-3); and	Instructor's Guide: 2, 12, 52, 71, 87, 92, 127, 132, 147, 157
(D) connect ideas and themes across texts (1-3).	Instructor's Guide: 32, 35, 72, 75, 112, 115, 152, 155, 172, 175

(2 . 1 1) Reading / text structures / literary concepts .**The student analyzes the characteristics of various types of texts.**

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to:	
(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	Instructor's Guide: 151, 152
(B) identify text as written for entertainment (narrative) or for information (expository) (2);	Instructor's Guide: 32, 96, 161, 162
(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);	Instructor's Guide: 81
(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	Instructor's Guide: 6, 32, 96, 101, 126, 161, 162
(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	Instructor's Guide: 27
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);	Instructor's Guide: 6, 32, 96, 101, 126, 161, 162
(H) analyze characters, including their traits, relationships, and changes (1-3);	Instructor's Guide: 37, 66, 77, 117, 157, 177
(I) identify the importance of the setting to a story's meaning (1-3); and	Instructor's Guide: 37, 77, 80, 117, 120, 157, 160, 177, 180

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
(J) recognize the story problem(s) or plot (1-3).	Instructor's Guide: 37, 77, 80, 117, 120, 157, 160, 177, 180

(2 . 1 2) R e a d i n g / i n q u i r y / r e s e a r c h .

The student generates questions and conducts research using information from various sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to:	
(A) identify relevant questions for inquiry such as “Why do birds build different kinds of nests?” (K-3);	Instructor's Guide: 2, 12, 52, 71, 87, 92, 127, 132, 147, 157
(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);	Instructor's Guide: 12, 87, 127, 132
(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);	Instructor's Guide: 97, 157
(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and	Instructor's Guide: 27, 62
(H) draw conclusions from information gathered (K-3).	Instructor's Guide: 32

(2 . 1 3) R e a d i n g / c u l t u r e .

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 2
The student is expected to:	
(A) connect life experiences with the life experiences, language, customs and culture of others (K-3); and	Instructor's Guide: 1, 7, 10, 16, 47, 87, 90, 122, 167

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Grade 3

(3 . 5) R e a d i n g / w o r d i d e n t i f i c a t i o n .

The student uses a variety of word identification strategies.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to:	Instructor’s Guide: 4, 9, 18, 19, 24, 39, 49, 64, 74, 79, 83, 84, 94, 99, 109, 114, 129, 144, 154, 159, 168, 169, 174
(A) decode by using all letter-sound correspondences within a word (1-3);	
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	Instructor’s Guide: 4, 19, 24, 39, 49, 74, 79, 84, 94, 99, 109, 114, 129, 144, 154, 159, 168, 169, 174
(C) identify multisyllabic words by using common syllable patterns (1-3);	Instructor’s Guide: 33, 53, 79, 83, 84, 89, 93, 109, 113, 114, 119, 124, 143, 154, 169, 174
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	Instructor’s Guide: 4, 9, 14, 23, 24, 29, 33, 34, 39, 44, 49, 53, 54, 59, 69, 74, 93, 94, 99, 100, 104, 113, 114, 124, 129, 134, 139, 143, 144, 149, 150, 154, 159, 164, 165, 169, 179
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meanings (1-3); and	Instructor’s Guide: 13, 73, 113, 127, 130
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	Instructor’s Guide: 34, 69, 74, 174

(3 . 6) R e a d i n g / f l u e n c y .

The student reads with fluency and understanding in texts at appropriate difficult levels.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to:	Instructor’s Guide: 1, 6, 11, 16, 18, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);	
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the “typical” third grader reads 80 wpm) (3);	Instructor’s Guide: 1, 6, 11, 16, 18, 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

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);	Instructor's Guide: 1, 6, 11, 16, 18, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
(E) read silently for increasing periods of time (2-3).	Instructor's Guide: 1, 6, 11, 16, 18, 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 . 7) R e a d i n g / v a r i e t y o f t e x t s .

The student reads widely for different purposes in varied sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to: (A) read classic and contemporary works (2-8);	Instructor's Guide: 1, 6, 11, 16, 18, 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
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	Instructor's Guide: 1, 6, 11, 16, 18, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 112, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 162, 166, 171, 175, 176
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	Instructor's Guide: 1, 6, 11, 16, 18, 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 . 8) R e a d i n g / v o c a b u l a r y d e v e l o p m e n t .

The student develops an extensive vocabulary.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to: (A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	Instructor's Guide: v, 1, 6, 11, 16, 18, 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
(B) develop vocabulary through reading (2-3);	Instructor's Guide: 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and	Instructor's Guide: 13
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	Instructor's Guide: 3, 33, 43

(3 . 9) Reading / comprehension .**The student uses a variety of strategies to comprehend selections read aloud and selections read independently.**

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	Instructor's Guide: 7, 10, 17, 36, 47, 50, 81, 86, 87, 90, 110
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	Instructor's Guide: 1, 6, 11, 16, 18, 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
(C) retell or act out the order of important events in stories (K-3);	Instructor's Guide: 62, 65, 102, 105, 142, 145
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	Instructor's Guide: 18, 22, 38, 58, 67, 88, 108, 127, 130, 148, 156, 158, 168, 177, 178, 180
(E) draw and discuss visual images based on text descriptions (1-3);	Instructor's Guide: 27, 30, 107, 110, 147
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	Instructor's Guide: 2, 5, 17, 20, 37, 42, 57, 60, 82, 85, 97, 116, 122, 125, 157, 160, 162
(G) identify similarities and differences across texts such as in topics, characters, and themes (3);	Instructor's Guide: 21, 32, 35, 37, 40, 41, 51, 52, 72, 75, 76, 77, 80, 81, 86, 112, 115, 116, 117, 120, 141, 151, 152, 155, 157, 166, 172, 175, 176
(H) produce summaries of text selections (2-3);	Instructor's Guide: 152, 172
(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	Instructor's Guide: 12, 42, 52, 82, 162
(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and	Instructor's Guide: 31, 32, 167, 170
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	Instructor's Guide: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 132, 135, 137, 140, 145, 150, 155, 160, 165, 167, 170, 175, 180

(3 . 1 0) Reading / literary response .**The student responds to various texts.**

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to:	
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);	Instructor's Guide: 26, 32, 61, 62, 91, 106, 126, 132, 146, 161, 162

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);	Instructor's Guide: 106, 112, 136, 171
(C) support interpretations or conclusions with examples drawn from text (2-3); and	Instructor's Guide: 157, 160
(D) connect ideas and themes across texts (1-3).	Instructor's Guide: 32, 35, 72, 75, 77, 80, 112, 115, 117, 120, 152, 155, 172, 175

**(3 . 1 1) R e a d i n g / t e x t s t r u c t u r e s / l i t e r a r y
c o n c e p t s .**

The student analyzes the characteristics of various types of texts.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to:	
(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	Instructor's Guide: 71
(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);	Instructor's Guide: 136, 137, 140
(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	Instructor's Guide: 61, 62, 106, 112, 126, 136, 146, 171, 175
(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	Instructor's Guide: 11, 61, 62, 66, 101, 157
(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Instructor's Guide: 61, 62, 126, 146
(G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);	Instructor's Guide: 11, 61, 62, 66, 101, 157
(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);	Instructor's Guide: 1, 37, 51, 52, 76, 77, 80, 81, 86, 116, 117, 141, 157, 166, 176
(I) identify the importance of the setting to a story's meaning (1-3); and	Instructor's Guide: 37, 40, 77, 80, 117, 120, 157
(J) recognize the story problem(s) or plot (1-3).	Instructor's Guide: 37, 77, 80, 117, 120, 157

(3 . 1 2) R e a d i n g / i n q u i r y / r e s e a r c h .

The student generates questions and conducts research using information from various sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to: (A) identify relevant questions for inquiry such as “What Native American tribes inhabit(ed) Texas?” (K-3);	Instructor’s Guide: 32, 37, 76, 91, 106, 132, 161, 162
(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);	Instructor’s Guide: 71,
(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3);	Instructor’s Guide: 12, 42, 52, 82, 162
(G) organize information in systematic ways, including notes, charts, and labels (3);	Instructor’s Guide: 12, 42, 52, 82, 162
(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);	Instructor’s Guide: 66, 111
(I) use compiled information and knowledge to raise additional, unanswered questions (3); and	Instructor’s Guide: 171
(J) draw conclusions from information gathered (K-3).	Instructor’s Guide: 32, 106, 161, 162

(3 . 1 3) R e a d i n g / c u l t u r e .

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 3
The student is expected to: (A) connect his/her own experiences with the life experiences, language, customs, and culture of other (K-3); and	Instructor’s Guide: 7, 10, 17, 36, 47, 50, 81, 86, 87, 90, 110
(B) compare experiences of characters across cultures (K-3).	Instructor’s Guide: 86

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Texas Essential Knowledge and Skills

Grade 4

(4 . 6) R e a d i n g / w o r d i d e n t i f i c a t i o n .

The student uses a variety of word recognition strategies.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to: (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Instructor's Guide: 3, 4, 9, 14, 23, 24, 29, 33, 34, 38, 39, 44, 48, 49, 53, 54, 58, 59, 64, 68, 69, 73, 74, 75, 78, 79, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 114, 123, 124, 128, 129, 133, 134, 138, 139, 143, 144, 148, 149, 153, 154, 155, 158, 159, 163, 164, 168, 169, 173, 174, 179, 180
(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i> (4-6);	Instructor's Guide: 4, 14, 23, 24, 29, 33, 38, 44, 49, 53, 54, 58, 59, 64, 73, 74, 75, 78, 79, 89, 93, 94, 98, 99, 103, 104, 109, 113, 114, 124, 133, 134, 138, 139, 144, 149, 153, 154, 155, 158, 164, 168, 169, 173, 174, 179, 180
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Instructor's Guide: 3, 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 149, 158, 168

(4 . 7) R e a d i n g / f l u e n c y .

The student reads with fluency and understanding in texts at appropriate difficulty levels.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to: (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);	Instructor's Guide: 1, 6, 11, 16, 21, 22, 26, 30, 31, 35, 36, 41, 43, 45, 46, 49, 50, 51, 54, 55, 56, 59, 60, 61, 63, 65, 66, 71, 72, 74, 76, 80, 81, 83, 85, 86, 90, 91, 92, 94, 95, 96, 100, 101, 105, 106, 111, 116, 120, 121, 125, 126, 127, 130, 131, 132, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 160, 161, 165, 166, 170, 171, 176, 180
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);	Instructor's Guide: 1, 6, 11, 16, 21, 22, 26, 30, 31, 35, 36, 41, 43, 45, 46, 49, 50, 51, 54, 55, 56, 59, 60, 61, 63, 65, 66, 71, 72, 74, 76, 80, 81, 83, 85, 86, 90, 91, 92, 94, 95, 96, 100, 101, 105, 106, 111, 116, 120, 121, 125, 126, 127, 130, 131, 132, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 160, 161, 165, 166, 170, 171, 176, 180
(C) demonstrate characteristics of fluent and effective reading (4-6);	Instructor's Guide: 1, 6, 11, 16, 21, 22, 26, 30, 31, 35, 36, 41, 43, 45, 46, 49, 50, 51, 54, 55, 56, 59, 60, 61, 63, 65, 66, 71, 72, 74, 76, 80, 81, 83, 85, 86, 90, 91, 92, 94, 95, 96, 100, 101, 105, 106, 111, 116, 120, 121, 125, 126, 127, 130, 131, 132, 135, 136, 140, 141, 145, 146, 150, 151, 155, 156, 160, 161, 165, 166, 170, 171, 176, 180

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
(D) adjust reading rate based on purposes for reading (4-8);	Instructor's Guide: 1, 6, 11, 16, 21, 31, 35, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8);	Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 43, 46, 51, 56, 61, 63, 66, 71, 76, 81, 83, 86, 91, 96, 101, 102, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
(F) read silently with increasing ease for longer periods (4-8).	Instructor's Guide: 1, 6, 11, 12, 16, 36, 41, 46, 51, 56, 61, 66, 71, 76, 86, 91, 96, 100, 101, 106, 111, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176

(4 . 8) Reading / variety of texts .

The student reads widely for different purposes in varied sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to: (A) read classic and contemporary works (2-8);	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
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5);	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
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).	Instructor's Guide: 32, 35, 82, 85, 107, 110, 142, 145, 152

(4 . 9) Reading / vocabulary development .

The student acquires an extensive vocabulary through reading and systematic word study.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to: (A) develop vocabulary by listening to selections read aloud (4-8);	Instructor's Guide: 1, 2, 5, 6, 7, 8, 10, 11, 12, 15, 16, 17, 21, 22, 25, 26, 27, 30, 31, 32, 35, 36, 37, 40, 41, 42, 43, 46, 47, 50, 52, 56, 57, 61, 62, 63, 67, 70, 71, 72, 76, 77, 80, 81, 82, 83, 85, 86, 87, 90, 91, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 116, 117, 120, 121, 122, 125, 126, 127, 130, 131, 132, 135, 136, 137, 140, 141, 142, 145, 146, 147, 150, 151, 152, 156, 157, 161, 162, 165, 166, 167, 170, 172, 175, 176, 177
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Instructor's Guide: 8, 9, 18, 19, 21, 23, 24, 26, 28, 29, 33, 34, 40, 53, 69, 73, 75, 93, 103, 104, 118, 119, 124, 129, 134, 139, 143, 154, 168, 169, 173, 177, 178
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Instructor's Guide: 3, 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 149, 158, 168

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, un-</i> (4-8);	Instructor's Guide: 14, 23, 24, 29, 33, 38, 44, 49, 53, 54, 58, 64, 73, 75, 78, 89, 93, 98, 103, 109, 113, 124, 133, 134, 138, 139, 149, 153, 154, 155, 158, 164, 168, 169, 173, 174, 179, 180
(E) study word meanings systematically such as across curricular content areas and through current events (4-8).	Instructor's Guide: 3, 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 149, 158, 168

(4 . 1 0) R e a d i n g / c o m p r e h e n s i o n .

The student comprehends selections using a variety of strategies.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	Instructor's Guide: 7, 12, 27, 92, 117
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Instructor's Guide: 32, 35, 82, 85, 107, 110, 142, 145, 152
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	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
(D) describe mental images that text descriptions evoke (4-8);	Instructor's Guide: 76, 122, 125
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Instructor's Guide: 22, 25, 37, 40, 52, 55, 67, 70, 97, 100, 112, 115, 137, 140, 147, 150, 172, 175
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	Instructor's Guide: 2, 5, 42, 45, 62, 65, 132, 135
(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);	Instructor's Guide: 37, 67, 127, 130
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Instructor's Guide: 12, 15, 72, 87, 90, 92, 95, 117, 120, 162, 165
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Instructor's Guide: 77, 80, 157, 160
(J) distinguish fact and opinion in various texts (4-8);	Instructor's Guide: 17, 20, 47, 50, 102, 105, 142, 145

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);	Instructor’s Guide: 3, 4, 5, 8, 9, 10, 13, 14, 15, 18, 19, 20, 23, 24, 25, 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45, 48, 49, 50, 53, 54, 55, 58, 59, 60, 63, 64, 65, 68, 69, 70, 73, 74, 75, 78, 79, 80, 83, 84, 85, 88, 89, 90, 93, 94, 95, 98, 99, 100, 103, 104, 105, 108, 109, 110, 113, 114, 115, 118, 119, 120, 123, 124, 125, 128, 129, 130, 133, 134, 135, 138, 139, 140, 143, 144, 145, 148, 149, 150, 153, 154, 155, 158, 159, 160, 163, 164, 165, 168, 169, 170, 173, 174, 175, 178, 179, 180
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Instructor’s Guide: 2, 7, 12, 19, 22, 27, 32, 37, 42, 43, 52, 57, 62, 67, 77, 97, 102, 137, 147, 157, 172

(4 . 1 1) Reading / literary response .

The student expresses and supports responses to various types of texts.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to: (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Instructor’s Guide: 1, 2, 6, 7, 11, 12, 14, 16, 17, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61, 62, 63, 65, 66, 67, 68, 69, 70, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 85, 86, 87, 88, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 102, 103, 105, 106, 107, 108, 110, 111, 112, 115, 117, 118, 120, 121, 122, 125, 126, 128, 129, 130, 131, 132, 135, 137, 139, 140, 141, 142, 145, 146, 147, 150, 151, 152, 153, 154, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);	Instructor’s Guide: 1, 5, 6, 7, 10, 11, 12, 14, 15, 20, 21, 22, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 45, 47, 50, 51, 52, 53, 55, 56, 57, 58, 61, 62, 65, 66, 67, 70, 72, 73, 75, 76, 77, 78, 81, 82, 85, 86, 87, 90, 92, 93, 95, 96, 97, 98, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 118, 120, 121, 122, 125, 130, 131, 135, 137, 140, 141, 142, 145, 147, 150, 156, 157, 160, 161, 162, 165, 166, 167, 170, 172, 174, 175, 176, 177, 178, 180
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8);	Instructor’s Guide: 1, 2, 6, 7, 11, 12, 20, 22, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 45, 47, 50, 52, 53, 55, 56, 57, 58, 61, 62, 65, 67, 70, 72, 73, 76, 78, 81, 82, 85, 87, 90, 92, 93, 95, 98, 102, 105, 106, 107, 110, 111, 112, 117, 118, 120, 121, 122, 125, 130, 131, 135, 137, 140, 141, 142, 145, 147, 150, 156, 157, 160, 161, 162, 165, 166, 167, 170, 172, 174, 175, 176, 177, 178, 180
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	Instructor’s Guide: 1, 3, 5, 6, 7, 10, 11, 12, 15, 20, 22, 25, 26, 27, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 45, 47, 50, 51, 52, 53, 55, 56, 57, 58, 60, 61, 62, 65, 66, 67, 70, 72, 73, 75, 76, 77, 78, 80, 81, 82, 85, 86, 87, 90, 92, 93, 95, 96, 97, 98, 100, 101, 102, 103, 105, 106, 107, 110, 111, 112, 117, 118, 120, 121, 122, 125, 126, 130, 131, 135, 137, 140, 141, 142, 145, 147, 150, 156, 157, 160, 161, 165, 166, 167, 170, 172, 174, 175, 176, 177, 178, 180

**(4 . 1 2) R e a d i n g / t e x t s t r u c t u r e s / l i t e r a r y
c o n c e p t s .**

The student analyzes the characteristics of various types of texts (genres).

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to:	
(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?" (4-5);	Instructor's Guide: 12, 15, 27, 30, 92, 95, 117, 120, 167, 170
(B) recognize that authors organize information in specific ways (4-5);	Instructor's Guide: 32, 35, 82, 85, 107, 110, 152
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Instructor's Guide: 32, 35, 82, 85, 107, 110, 142, 145, 152
(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Instructor's Guide: 57, 122, 126, 174
(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	Instructor's Guide: 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 86, 96, 101, 111, 116, 126, 141, 156, 166, 171
(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);	Instructor's Guide: 81, 82, 91, 102, 140, 141, 146, 147, 152, 166
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Instructor's Guide: 21, 46, 57, 100, 122, 174
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Instructor's Guide: 7, 12,
(I) recognize and analyze story plot, setting, and problem resolution (4-8);	Instructor's Guide: 7, 12
(J) describe how the author's perspective or point of view affects the text (4-8).	Instructor's Guide: 32, 35, 82, 85, 107, 110, 152

(4 . 1 3) R e a d i n g / i n q u i r y / r e s e a r c h .

The student inquires and conducts research using a variety of sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to: (A) form and revise questions for investigations, including questions arising from interests and units of study (4-5);	Instructor's Guide: 57
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Instructor's Guide: 2, 7, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 77, 97, 102, 112, 137, 142, 147, 157
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8);	Instructor's Guide: 2, 7, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 77, 97, 102, 112, 137, 142, 147, 157
(G) draw conclusions from information gathered from multiple sources (4-8);	Instructor's Guide: 7, 12, 27, 30, 177

(4 . 1 4) R e a d i n g / c u l t u r e .

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 4
The student is expected to: (A) compare text events with his/her own and other readers' experiences (4-8);	Instructor's Guide: 7, 10, 12, 15, 27, 30, 87, 92, 95, 167, 170, 177
(B) determine distinctive and common characteristics of cultures through wide reading (4-8);	Instructor's Guide: 60, 65, 102, 132, 135, 156
(C) articulate and discuss themes and connections that cross cultures (4-8).	Instructor's Guide: 120, 131, 132

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correlated to

Texas Essential Knowledge and Skills

Grade 5

(5 . 6) R e a d i n g / w o r d i d e n t i f i c a t i o n .

The student uses a variety of word identification strategies.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Instructor's Guide: 4, 11, 12, 15, 38, 58, 78, 84, 98, 103, 118, 138, 158, 162, 165, 178, 179
(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , and <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i> (4-6); and	Instructor's Guide: 53, 59, 60, 63, 83, 74, 89, 90, 99, 103, 109, 110, 119, 124, 133, 134, 135, 143, 149, 153, 159, 164, 178, 179
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Instructor's Guide: 26, 43

(5 . 7) R e a d i n g / f l u e n c y .

The student reads with fluency and understanding in texts at appropriate difficulty levels.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);	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
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5 th grader reads approximately 100 wpm) (5);	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
(C) demonstrate characteristics of fluent and effective reading (4-6);	Instructor's Guide: 1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
(D) adjust reading rate based on purposes for reading (4-8);	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

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	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
(F) read silently with increasing ease for longer periods (4-8).	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 . 8) Reading / variety of texts .

The student reads widely for different purposes in varied sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and	Instructor's Guide: 26, 27, 30, 31, 61, 71, 76, 77, 91, 97, 123, 136, 170
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).	Instructor's Guide: 27, 91, 97, 100, 147, 150

(5 . 9) Reading / vocabulary development .

The student acquires an extensive vocabulary through reading and systematic word study.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to:	
(A) develop vocabulary by listening to selections read aloud (4-8);	Instructor's Guide: 21, 42, 176
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Instructor's Guide: 12, 15, 38, 58, 78, 98, 103, 107, 118, 138, 147, 150, 158, 162, 165, 178
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	Instructor's Guide: 26, 43
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , and <i>un-</i> (4-8); and	Instructor's Guide: 74, 89, 109, 119, 134, 149, 159, 164, 178
(E) study word meanings systematically such as across curricular content areas and through current events (4-8).	Instructor's Guide: 136, 138, 158, 178

(5 . 1 0) R e a d i n g / c o m p r e h e n s i o n .**The student comprehends selections using a variety of strategies.**

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	Instructor's Guide: 7, 10, 47, 50, 87, 132
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Instructor's Guide: 91, 97, 100
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Instructor's Guide: 2, 5, 12, 15, 38, 58, 78, 98, 103, 118, 138, 158, 162, 165, 171, 178
(D) describe mental images that text descriptions evoke (4-8);	Instructor's Guide: 27, 30, 107, 147, 150, 176
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Instructor's Guide: 17, 20, 22, 25, 57, 60, 62, 65, 97, 137, 140, 142, 145, 167, 170
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	Instructor's Guide: 32, 35, 72, 75, 112, 115, 152, 155, 167, 172, 175
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);	Instructor's Guide: 152, 155, 157, 160, 167, 170
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	Instructor's Guide: 67, 70, 102, 105
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Instructor's Guide: 145, 167, 170
(J) distinguish fact and opinion in various texts (4-8);	Instructor's Guide: 42, 45, 122, 125
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8); and	Instructor's Guide: 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Instructor's Guide: 27, 32, 37, 52

(5 . 1 1) Reading / literary response .

The student expresses and supports responses to various types of texts.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to: (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Instructor’s Guide: 7, 10, 47, 50, 87, 132
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Instructor’s Guide: 77, 87, 92, 127, 132, 172, 176
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Instructor’s Guide: 7, 10, 47, 50, 87, 132
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	Instructor’s Guide: 52, 55, 92, 95, 127, 130

(5 . 1 2) Reading / text structures / literary concepts .

The student analyzes the characteristics of various types of texts (genres).

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to: (A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4-5);	Instructor’s Guide: 67, 85, 131
(B) recognize that authors organize information in specific ways (4-5);	Instructor’s Guide: 22, 25, 62, 65, 142, 145, 167, 170
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Instructor’s Guide: 71, 76, 91, 97, 100
(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	Instructor’s Guide: 26, 30, 91, 97, 106, 107, 116, 161
(E) compare communications in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);	Instructor’s Guide: 101, 176
(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);	Instructor’s Guide: 61, 66, 86, 101, 176
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Instructor’s Guide: 1, 26, 30, 36, 61, 76, 77, 106, 107, 176

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);	Instructor's Guide: 2, 21, 61, 66, 67, 85, 101, 131
(I) recognize and analyze story plot, setting, and problem resolution (4-8); and	Instructor's Guide: 37, 40, 77, 80, 117, 120, 157
(J) describe how the author's perspective or point of view affects the text (4-8).	Instructor's Guide: 76, 100

(5 . 1 3) R e a d i n g / i n q u i r y / r e s e a r c h .
The student inquires and conducts research using a variety of sources.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to:	
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	Instructor's Guide: 27, 32, 37, 52
(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, or diagrams to address research questions (4-5);	Instructor's Guide: 52, 92, 127, 167
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	Instructor's Guide: 32, 57, 167, 172
(F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5);	Instructor's Guide: 52, 127
(G) draw conclusions from information gathered from multiple sources (4-8);	Instructor's Guide: 67, 70, 102, 105

(5 . 1 4) R e a d i n g / c u l t u r e .

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Knowledge and Skills	Afterschool Achievers: Reading Club, Grade 5
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	Instructor's Guide: 7, 10, 47, 50, 87, 132
(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	Instructor's Guide: 176
(C) articulate and discuss themes and connections that cross cultures (4-8).	Instructor's Guide: 61, 77



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