



Literature

Reading with Purpose

Course 1

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STANDARDS	PAGE REFERENCES
READING FLUENCY AND ACCURACY (R-11)	
<p>R-6-11 Reads grade-level appropriate material with:</p> <ul style="list-style-type: none"> R-6-11.1 Accuracy: reading material appropriate for <u>grade 6</u> with 90-94% accuracy (Local) (See Appendix F for sample titles.) 	<p>Student Edition: RH6 <i>Active Reading Model 6 #3</i>, 931 #2 <i>Genre Focus</i> 930 <i>Practice the Skills</i> 34 #2-#3, 42 #2, 44 #4, 1001 #2, 1025 #13-#15 <i>Reading Workshop</i> 30-31, 996-997 <i>Skills Preview</i> 33, 41, 999, 1015 <i>Skills Review</i> 39, 47, 1013</p> <p>Teacher Wraparound Edition: 996A; R 5, 35, 44, 69, 102; RF 222; RS 9, 1018, 1021, 1026, 1028</p>
<ul style="list-style-type: none"> R-6-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (Local) (See Appendix C for suggested rates.) 	<p>Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869</p> <p>Teacher Wraparound Edition: ELC 375; RF 8, 81, 91, 115, 139, 214, 222, 264, 275, 292, 328, 340, 349, 371, 407, 447, 461, 481, 486, 500, 539, 571, 578, 593, 615, 638, 793, 834, 900</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—6—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local) 	<p>Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869</p> <p>Teacher Wraparound Edition: ELC 375; RF 8, 81, 91, 115, 139, 214, 222, 264, 275, 292, 328, 340, 349, 371, 407, 447, 461, 481, 486, 500, 539, 571, 578, 593, 615, 638, 793</p>
WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)	
<p>R–6–1 Applies word identification/decoding strategies by ...</p> <ul style="list-style-type: none"> a. R–6–1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local) 	<p>Student Edition: RH1, R15 <i>Practice the Skills</i> 424 #2 <i>Skills Preview</i> 423 <i>Skills Review</i> 427</p> <p>Teacher Wraparound Edition: DI 18; LE 424; RF 253, 340, 793, 1075; V 460</p>
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)	
<p>R–6–2 Students identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> ▪ R—6—2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, <u>thesauruses</u>; or prior knowledge) (State) 	<p>Student Edition: RH1-RH4 <i>English Language Coach</i> 378, 384, 404, 410, 522, 538, 568, 592 <i>Practice the Skills</i> 527 #5, 532 #13, 549 #3, #5, 574 #5, #7, 577 #10, 578 #12, 594 #3</p> <p>Teacher Wraparound Edition: ELC 260, 379; LC 392; V 428</p>
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)	
<p>R–6–3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <ul style="list-style-type: none"> • R–6–3.1 Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) 	<p>Student Edition: RH4 <i>English Language Coach</i> 128, 148, 220, 262, 268, 284, 290 <i>Practice the Skills</i> 152 #4, 227 #8, 265 #4, 274 #6, 286 #4, 292 #1 <i>Vocabulary Check</i> 267, 277, 289</p> <p>Teacher Wraparound Edition: ELC 129, 157, 229, 293, 302, 708, 928; LC 131, 132, 139, 156, 239, 258, 274, 942, 1011; V 210, 882</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–6–3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State) 	<p>Student Edition: <i>English Language Coach</i> 40, 378, 384, 404, 410, 422, 428, 442, 450 <i>Practice the Skills</i> 380 #2, 388 #3, 390 #6, 407 #2, 414 #4, 416 #7, 425 #4, 430 #3, 446 #3 <i>Vocabulary Check</i> 383 #15, 397 #17</p> <p>Teacher Wraparound Edition: ELC 379, 391; LC 392, 432</p>
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)	
<p>R–6–4 Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> R–6–4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or <u>setting</u> over time (State) <p>EXAMPLE (of setting changing): In this poem, how does the farm’s appearance change over the years?</p>	<p>Student Edition: <i>Comparing Literature Workshop</i> 208-209 <i>Practice the Skills</i> 205 #9-#10, 211 #1, 212 #2, 213 #3, 216 #7-#8, 219 #11-#12, 679 #7, 716 #8, 717 #9, 741 #10 <i>Skills Preview</i> 191, 547, 687, 709, 733 <i>Skills Review</i> 195, 207, 553, 685, 701, 731, 743</p>
<ul style="list-style-type: none"> R–6–4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) 	<p>Student Edition: RH12 <i>Active Reading Model</i> 491 #11 <i>After You Read</i> 136, 158, 176, 182, 266, 288, 296, 324, 334, 408, 426, 434, 448, 536, 580, 584, 632 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 578 #13 <i>Reading Workshop</i> 566-567 <i>Skills Preview</i> 569, 582 <i>Skills Review</i> 581, 585 <i>Writing Workshop</i> 26-28, 64-66</p> <p>Teacher Wraparound Edition: 26A, 566A; RS 595, 605, 606</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R-6—4.3 Generating questions before, during, and after reading to enhance understanding and recall, expand understanding and/or gain new information (Local) 	<p>Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 452 #1, 453 #3 <i>Reading Workshop</i> 188-189 <i>Skills Preview</i> 191, 197 <i>Skills Review</i> 195, 207</p> <p>Teacher Wraparound Edition: 188A; DI 192; RS 119, 198, 203</p>
INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.4 to R-4.5)	
<ul style="list-style-type: none"> R--6—4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, <u>science fiction, myths, legends</u>) (Local) 	<p>Student Edition: <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 744-745 <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057 <i>Reading Workshop</i> 670-671 <i>Skills Preview</i> 673, 687 <i>Skills Review</i> 685 <i>Writing: Compare the Literature</i> 99, 235, 467 <i>Writing: Reading Across Texts</i> 597</p> <p>Teacher Wraparound Edition: 84A, 208A, 336A, 458A, 586A, 744A</p>
<ul style="list-style-type: none"> R—6—4.5 Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, <u>flashback, onomatopoeia, repetition, or idioms</u> (Local) 	<p>Student Edition: <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 446 #4, 455 #5, 461 #1, 463 #1-#3, 465 #4, 976 #2, 988 #1 <i>Skills Preview</i> 405, 423, 443, 451, 497 <i>Skills Review</i> 449, 457, 507</p> <p>Teacher Wraparound Edition: LE 454; LFL 810</p>

STANDARDS

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3)

<p>R-6-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R-6-5.1 <u>Explaining or supporting</u> logical predictions (e.g., providing evidence from text to explain why something is likely to happen next) (State) 	<p>Student Edition: <i>Active Reading Model</i> 375 #2-#4 <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 424 #2, 446 #4, 455 #5, 461 #1, 463 #1-#3, 465 #4 <i>Skills Preview</i> 423, 443, 451 <i>Skills Review</i> 427, 449, 457 <i>Writing: Compare the Literature</i> 458-459 Teacher Wraparound Edition: LE 454, 464; LFL 132, 135, 160, 810; TE 21</p>
<ul style="list-style-type: none"> R-6-5.2 <u>Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions</u> that reveal characters' traits, motivations, or their changes over time (State) 	<p>Student Edition: <i>Comparing Literature Workshop</i> 208-209 <i>Practice the Skills</i> 193 #4, 203 #7, 205 #9-#10, 211 #1, 212 #2, 213 #3, 215 #5-#6, 216 #7-#8, 224 #4-#5 <i>Skills Preview</i> 191, 197 <i>Skills Review</i> 195, 207 Teacher Wraparound Edition: 208A; DI 169; LE 124; LFL 150, 204; TE 199, 200</p>
<ul style="list-style-type: none"> R-6-5.3 <u>Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text</u> (e.g., how the historical era influences the characters' actions or thinking) (State) 	<p>Student Edition: RH13 <i>After You Read</i> 24, 176, 182, 194, 266, 288, 304, 324, 560, 864, 880 <i>Genre Focus</i> 256 <i>Practice the Skills</i> 302 #1 <i>Reading/Critical Thinking</i> 597, 909 <i>Reading Workshop</i> 298-299 <i>Skills Preview</i> 301 <i>Skills Review</i> 305, 865 Teacher Wraparound Edition: RS 258</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.4 to R-5.6)	
<ul style="list-style-type: none"> R–6–5.4 <u>Explaining how the narrator’s point of view affects the reader’s interpretation</u> (State) <p>EXAMPLE: This story is told from Ted’s point of view. What do you know about how Ted feels because he tells the story?</p>	<p>Student Edition: <i>Active Reading Model</i> 124 #8 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 150 #1, 152 #3, 153 #5, 161 #2, 386 #1, 415 #6, 430 #1, 824 #5 <i>Skills Preview</i> 149, 385, 411, 429, 821 <i>Skills Review</i> 159, 163, 419, 435</p> <p>Teacher Wraparound Edition: LE 350; LFL 572</p>
<ul style="list-style-type: none"> R–6–5.5 Identifying author’s message or theme (State) 	<p>Student Edition: <i>Active Reading Model</i> 7 #6, 303 #4 <i>Before You Read</i> 320 <i>Genre Focus</i> 5 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 80 #3, 286 #2, 322 #1, 323 #4, 513 #6 <i>Skills Preview</i> 77, 285, 509 <i>Skills Review</i> 83, 289, 515</p> <p>Teacher Wraparound Edition: LE 302, 303, 343; LFL 154, 320; RS 265</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)	
<p>R–6–6 Analyze and interpret author’s craft, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> R–6–6.1 Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, <u>simile, metaphor, foreshadowing, or suspense</u>) to analyze literary work (State) 	<p>Student Edition: RH15 <i>Comparing Literature Workshop</i> 99, 458-459, 467 <i>Reading Workshop</i> 840-841 <i>Skills Preview</i> 843, 859 <i>Skills Review</i> 669, 857, 865</p> <p>Teacher Wraparound Edition: 840A; CT 381; LE 464</p>
<ul style="list-style-type: none"> R–6–6.2 Demonstrating knowledge of use of <u>literary elements and devices (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms)</u> to analyze literary works (Local) 	<p>Student Edition: <i>Active Reading Model</i> 303 #4 <i>Practice the Skills</i> 271 #2, 273 #4, 275 #7, 329 #2-#3 <i>Skills Preview</i> 269, 327 <i>Skills Review</i> 277, 335 <i>Writing: Compare the Literature</i> 355</p> <p>Teacher Wraparound Edition: LE 264, 272; LFL 154, 259, 320, 336, 353</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION of LITERARY TEXTS/CITING EVIDENCE (R-16)	
<p>R—6—16 Generates a personal response to what is read through a variety of means and through...</p> <ul style="list-style-type: none"> R—6—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) 	<p>Student Edition: RH8 <i>Comparing Literature Workshop</i> 84-85, 99, 208-209, 235, 336-337, 355, 458-459, 467 <i>Genre Focus</i> 618 <i>Reading Workshop</i> 126-127, 146-147, 624-625 <i>Skills Preview</i> 129, 149, 627, 635 <i>Skills Review</i> 141, 159, 163, 335, 633, 641 Teacher Wraparound Edition: 84A, 146A, 208A, 336A, 458A</p>
<ul style="list-style-type: none"> R—6—16.2 Providing relevant details to support the connections made or <u>judgments</u> (<u>interpretive, analytical, evaluative, or reflective</u>) (Local) 	<p>Student Edition: <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459 <i>Reading Workshop</i> 126-127, 146-147, 624-625 <i>Skills Preview</i> 129, 269, 327, 627, 635, 843, 859 <i>Skills Review</i> 141, 277, 335, 633, 641, 669, 857, 865</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)	
<p>R—7—7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R—6—7.1a Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) 	<p>Student Edition: RH18 <i>Genre Focus</i> 4-5 <i>Practice the Skills</i> 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 34 #1, 42 #1, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41, 555 <i>Skills Review</i> 17, 25, 39, 47 Teacher Wraparound Edition: LFL 5; TE 21</p>
<ul style="list-style-type: none"> R—6—7.1b Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations, or <u>transitional devices</u>) (Local) 	<p>Student Edition: RH18 <i>Active Reading Model</i> 6 #4 <i>Analyzing the Graphic</i> 36 <i>Practice the Skills</i> 14 #4, 15 #6, 22 #5, 53 #2 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 19, 57 <i>Skills Review</i> 25, 183 <i>Skills and Strategies Assessment</i> 111 Teacher Wraparound Edition: DI 179, 181, 271, 877, 1059; RS 52; TE 180; VG 23</p>

STANDARDS	PAGE REFERENCES
<p>10. R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p>	<p>Student Edition: <i>After You Read</i> 62, 74, 98, 136, 140, 234, 276, 296, 312, 334, 382, 396, 418, 426, 434, 448, 506, 536, 542, 552, 580, 640, 668</p>
<p>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)</p>	
<p>R–7–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>11. R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p>	<p>Student Edition: <i>Reading Across Texts Workshop</i> 586-587, 597, 894-895, 909, 1056-1057, 1071 <i>Skills Preview</i> 51 <i>Skills Review</i> 55 <i>Writing Workshop</i> 26, 28, 64-66 Teacher Wraparound Edition: 26A; CT 901; DI 595, 896, 1059, 1064; LE 902; RS 897, 899, 1066</p>
<p>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)</p>	
<p>R–6–7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) 	<p>Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 42 #2, 192 #1, 193 #3, 452 #1, 453 #3, 630 #6 <i>Reading Workshop</i> 188-189 <i>Skills Preview</i> 191 <i>Skills Review</i> 195, 457 Teacher Wraparound Edition: 188A; DI 9, 192; RS 119</p>
<ul style="list-style-type: none"> R-6-7.5 Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, <u>thesauruses</u>, encyclopedias, reports, <u>magazines</u>, <u>newspapers</u>, textbooks, biographies, <u>autobiographies</u>, Internet websites, <u>public documents and discourse</u>, <u>essays</u>, <u>articles</u>; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, <u>advertisements</u>, <u>pamphlets</u>) (Local) 	<p>Student Edition: <i>Genre Focus</i> 4-5, 118 <i>Practice the Skills</i> 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 42 #1, 45 #5, 557 #3 <i>Reading Workshop</i> 48-49 <i>Skills Preview</i> 11, 19 <i>Skills Review</i> 17, 25, 47 Teacher Wraparound Edition: LFL 509, 627, 858</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)	
<p>R-6-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R-6-8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State) 	<p>Student Edition: <i>After You Read</i> 38 #4 <i>Reading Across Texts Workshop</i> 586-587, 597, 894-895, 909, 1056-1057, 1071 Teacher Wraparound Edition: 586A, 894A; LFL 630</p>
<ul style="list-style-type: none"> R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) 	<p>Student Edition: RH15 <i>After You Read</i> 38 #4-#6, 304 #4, 560 #8, 880 #6 <i>Reading/Critical Thinking</i> 597 <i>Reading Workshop</i> 782-783 Teacher Wraparound Edition: 782A; CT 155, 197, 202, 1068; RS 777, 907</p>
<ul style="list-style-type: none"> R-6-8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State) 	<p>Student Edition: RH13, RH14, RH15 <i>After You Read</i> 24 #5, 176 #4, 182 #6, 194 #4-#5, 266 #5-#7, 288 #4-#6, 304 #5, 324 #4-#6, 560 #5-#7, 864 #5-#7, 880 #4 <i>Genre Focus</i> 256 <i>Practice the Skills</i> 302 #1 <i>Reading/Critical Thinking</i> 597, 909 <i>Reading Workshop</i> 298-299 <i>Skills Preview</i> 301 <i>Skills Review</i> 305, 865</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)	
<p>R–6–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> R–6–8.4 Distinguishing fact from opinion, <u>and identifying possible bias/propaganda</u> (State) 	<p>Student Edition: <i>Active Reading Model</i> 257 #2, 258 #4, 264 #1, 265 #6, 270 #1, 273 #5 <i>Genre Focus</i> 256 <i>Listening, Speaking, and Viewing</i> 67 <i>Reading Workshop</i> 260-261 <i>Skills Preview</i> 263, 269, 285, 301 <i>Skills Review</i> 267, 277, 289, 305, 515</p> <p>Teacher Wraparound Edition: 260A; RS 271, 274</p>
<ul style="list-style-type: none"> R–6–8.5 Making inferences about causes or effects (State) 	<p>Making inferences about causes or effects in literary texts will aid students in recognizing cause/effect relationships in informational texts.</p> <p>Student Edition: <i>Active Reading Model</i> 487 #5, 489 #7 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 524 #1, 525 #3, 526 #4, 528 #7, 530 #9-#10, 541 #3, 683 #11, 696 #8, 697 #9, 699 #10 <i>Reading Workshop</i> 520-521 <i>Skills Preview</i> 523, 539 <i>Skills Review</i> 537, 543, 685, 701</p>
READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)	
<p>R—6—12 Demonstrates ability to monitor comprehension for different types of text and purposes by...</p> <p>R—6—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues) (Local)</p>	<p>Student Edition: RH10, RH11 <i>Active Reading Model</i> 120 #2, 121 #5, 375 #6 <i>Genre Focus</i> 118, 374 <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 452 #1, 453 #3, 1041 #3, 1042 #4, 1045 #9, 1046 #10, 1053 #2 <i>Reading Workshop</i> 188-189, 376-377, 938-939, 1036-1037 <i>Skills Preview</i> 191, 197, 379, 385, 941, 1039, 1051 <i>Skills Review</i> 195, 207, 383, 397, 952, 995, 1049, 1055</p> <p>Teacher Wraparound Edition: 188A, 376A, 938A; DI 192, 242; RF 130; RS 119, 198, 203, 227, 241, 244, 386, 389, 395, 414, 444</p>

STANDARDS	PAGE REFERENCES
READING STRATEGIES: Reading Comprehension Strategies (R-13)	
<p>R—6—13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)</p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition, description, classification and support, logical/sequential) (Local) (See also Appendix D)</p>	<p>Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5, 375 #1, #6 <i>Genre Focus</i> 118, 374 <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 452 #1, 453 #3 <i>Reading Workshop</i> 188-189, 376-377, 938-939 <i>Skills Preview</i> 191, 197 <i>Skills Review</i> 195, 207</p> <p>Teacher Wraparound Edition: 188A; CT 394; DI 390; RS 119, 198, 203</p>
BREADTH OF READING: Reading Widely and Extensively (R-14)	
<p>R—6—14 Demonstrates the habit of reading widely and extensively* by...</p> <ul style="list-style-type: none"> R—6—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local) 	<p>Student Edition: RH5, RH6 <i>Reading on Your Own</i> 108-109, 246-247, 364-365, 474-475, 608-609, 766-767, 920-921, 1076-1077 <i>Warm-Up</i> 2-3</p>
<ul style="list-style-type: none"> R—6—14.2 Reading from a wide range of genres/kinds of text, <u>including primary and secondary sources</u>, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A) 	<p>Student Edition: 72, 119-125, 130-135, 139, 150-157, 168-175, 198-205, 270-275, 308-311, 328-333 <i>Listening, Speaking, and Viewing</i> 67, 439, 565, 705 <i>Reading on Your Own</i> 108-109, 246-247, 364-365, 474-475, 608-609, 766-767, 920-921, 1076-1077</p>
<ul style="list-style-type: none"> R—6—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local) 	<p>Student Edition: R21 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101</p> <p>Teacher Wraparound Edition: DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 705</p>

STANDARDS	PAGE REFERENCES
BREADTH OF READING: Reading Widely and Extensively (R-17)	
<p>R—6—17 Demonstrates participation in a literate community by...</p> <ul style="list-style-type: none"> R—6—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local) 	<p>Student Edition: R21 <i>Reading on Your Own</i> 108-109, 246-247, 364-365, 474-475, 608-609, 766-767, 920-921, 1076-1077 <i>Writing Workshop</i> 26</p>
<ul style="list-style-type: none"> R—6—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local) 	<p>Student Edition: RH8 <i>Talk About Your Reading</i> 16, 176, 194, 266, 434, 542, 580, 632, 730, 828, 984, 1054 <i>Write About Your Reading</i> 136, 140, 158, 162, 206, 312, 396, 640, 656, 700, 856, 1048 <i>Writing Workshop</i> 26-28, 64-66 Teacher Wraparound Edition: DI 120, 579, 741; LFL 586; RRW 651, 824</p>
BREADTH OF READING: Reading for Research Across Content Areas (R-15)	
<p>R—6—15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by...</p> <ul style="list-style-type: none"> R—6—15.1 <u>Identifying potential sources of information</u> (Local) 	<p>Student Edition: R21, R27 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 443, 705</p>
<ul style="list-style-type: none"> R—6—15.2 Evaluating information presented, in terms of relevance (Local) 	<p>Student Edition: RH14, RH15, R47 <i>Practice the Skills</i> 899 #3-#5, 901 #7, 903 #9, 905 #1-#2 <i>Reading Across Texts Workshop</i> 894-895, 1056-1057 <i>Reading Workshop</i> 260-261, 840-841 <i>Writing: Reading Across Texts</i> 909 Teacher Wraparound Edition: 586A, 1056A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—6—15.3 Gathering, organizing, and interpreting the information (Local) 	<p>Student Edition: RH19 <i>Listening, Speaking, and Viewing</i> 187, 869 <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057 <i>Wrap-Up</i> 101</p> <p>Teacher Wraparound Edition: 586A; DI 896; RRW 27</p>
<ul style="list-style-type: none"> R—6—15.4 Using evidence to support conclusions (Local) 	<p>Student Edition: RH15 <i>After You Read</i> 466, 560 #8, 656 #5 <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 586-587, 744-745 <i>Reading Across Texts Workshop</i> 1056-1057 <i>Reading Workshop</i> 670-671 <i>Skills Preview</i> 673, 687 <i>Skills Review</i> 685 <i>Write About Your Reading</i> 1071 <i>Writing: Compare the Literature</i> 467 <i>Writing: Reading Across Texts</i> 597, 909</p> <p>Teacher Wraparound Edition: DI 337, 471; RRW 393</p>