



# Literature

Reading with Purpose  
Course 1

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STANDARDS	PAGE REFERENCES
<b>Cluster 1: Reading and Viewing</b>	
<b>Content Standard A: Process of Reading:</b> Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will:	
<p><b>R1A4.6</b> Use specific strategies to clear up confusing parts of text (e.g., knowledge of word structure, including prefixes, suffixes, and base words; knowledge of synonyms, antonyms, homonyms/homophones; shades of meaning; simple analogies; or context clues). [Text complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> RH1-RH2, R43 <i>English Language Coach</i> 166, 178, 496, 508, 554 #3, 708, 784 <i>Practice the Skills</i> 181 #2, 527 #5, 556 #2, 631 #7, 790 #6, 794 #14, 806 #1, 809 #8 <i>Vocabulary Check</i> 803 #18 <b>Teacher Wraparound Edition:</b> V 588</p>
<p><b>R1A6.6</b> Identify how an author establishes a distinct point of view* (e.g., through the use of emotional or descriptive language; through the format of questions, statements, or commands). [Text complexity appropriate for grade 6.] *Point of View: the author's perspective, attitude, beliefs</p>	<p><b>Student Edition:</b> <i>Comparing Literature Workshop</i> 336-337, 355 <i>Practice the Skills</i> 339 #1, 340 #3, 341 #4, 347 #1-#2, 349 #4, 350 #5, 352 #7, 353 #8, 393 #10, 395 #12, 822 #1, 823 #3, 824 #5, 832 #1 <i>Skills Preview</i> 821, 831 <i>Skills Review</i> 397, 435, 829, 839 <b>Teacher Wraparound Edition:</b> 336A; LFL 388</p>

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<p>R1A7.6 Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> 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 <b>Teacher Wraparound Edition:</b> 26A, 566A</p>
<p>R1A8.6 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> RH6 <i>Before You Read</i> 160, 210, 220, 346, 592 <i>Practice the Skills</i> 12 #2, 15 #7, 21 #3, 130 #1 <i>Reading Workshop</i> 8-9 <i>Set Purposes for Reading</i> 687, 859, 873 <i>Skills Preview</i> 11, 19 <i>Skills Review</i> 17, 25 <b>Teacher Wraparound Edition:</b> 8A, 480i; RS 9, 103</p>
<p><b>Content Standard B: Literature and Culture:</b> Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will:</p>	
<p>R1B5.6 Demonstrate an understanding that dialogue does not always match a character's thoughts. [Text complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> <i>Skills Preview</i> 497, 1039, 1051 <b>Teacher Wraparound Edition:</b> BQ 1047; LE 500</p>
<p>R1B8.6 Apply effective strategies for: analyzing and describing characters' traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; identifying the relationships among elements within the text (plot, character, setting, and types of conflict); determining author's message and point of view--stated or implied; and identifying the literary devices of flashback, foreshadowing, and repetition when reading and interpreting fiction. [Text complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> RH16-RH17 <i>Reading Workshop</i> 318-319, 520-521, 544-545 <i>Skills Preview</i> 167, 179, 423, 443, 547, 709, 733, 805 <i>Skills Review</i> 177, 183, 325, 427, 449, 553, 731, 743, 813 <b>Teacher Wraparound Edition:</b> DI 682; LE 600, 603, 607; LFL 94, 659</p>

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<p>R1B9.6 Apply effective strategies for synthesizing information within and across text (s); making inferences about text, including author’s message or purpose (e.g., to inform, to explain, to entertain, to persuade); and forming and supporting opinion/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> RH13, RH14, RH15, RH16, RH17 <i>Practice the Skills</i> 499 #4, 502 #7, 504 #10, 505 #12 <i>Reading Workshop</i> 68-69, 164-165, 298-299, 494-495, 544-545, 782-783, 818-819, 1036-1037 <i>Skills Preview</i> 307, 497 <i>Skills Review</i> 313, 507 <b>Teacher Wraparound Edition:</b> RS 498, 501, 503</p>
<p><b>Content Standard D: Informational Texts:</b> Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will:</p>	
<p>R1D4.6 Identify the <b>organizational</b> text structures: <b>chronological</b> and compare-contrast. [Text complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> RH16-RH17 <i>Active Reading Model</i> 125 #10, 259 #7 <i>Practice the Skills</i> 169 #3, 172 #6, 181 #3, 322 #2, 323 #3, 559 #6, 589 #1, 590 #2, 591 #3-#4, 593 #1, 594 #2, 595 #5 <i>Reading Workshop</i> 318-319, 520-521, 544-545 <i>Skills Preview</i> 167, 179, 555 <i>Skills Review</i> 177, 183, 325, 561 <b>Teacher Wraparound Edition:</b> 318A, 520A, 544A</p>
<p>R1D5.6 Make inferences about text, including the author’s purpose and/or message, by forming and supporting opinions/judgments and assertions about the text that are supported by text reference. [Text complexity appropriate for grade 6.]</p>	<p><b>Student Edition:</b> <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 <b>Teacher Wraparound Edition:</b> LE 302, 303; LFL 154, 320; RS 265</p>