



Glencoe

NEVADA
English Language Arts Grade 6
The Glencoe Reader Course 1 © 2004

OBJECTIVES	PAGE REFERENCES
Reading	
Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>	
By the end of Grade 6 , students know and are able to do everything required in previous grades and:	
1.6.3 Identify and use the meanings of high frequency Greek- and Latin-derived roots and affixes to determine the meanings of words.	I/S SE: 317 <i>Word Power</i> 43, 241, 267 <i>Did You Know?</i> 263
1.6.4 Use dictionaries and glossaries to verify the meanings of unknown words and phrases, including common foreign expressions, to increase comprehension.	I/L SE: 319, 334
1.6.5 Identify differences between literal and figurative language in text.	I/S SE: <i>Word Power</i> 82 <i>Reading Coach</i> 89, 90 <i>TeamWork</i> 95 TAE: ELL 6, ELL 13
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension.</i>	
2.6.1 Develop a plan for reading that includes the determination of purpose, appropriate rate for fiction vs. nonfiction, and related graphic organizers.	I/L SE: 322-325 <i>Reason to Read</i> 16, 32, 51, 72, 98, 186 <i>Reading Check</i> 22 <i>How Do I Read It?</i> 147, 151
2.6.2 Confirm and deny predictions while reading.	I/L SE: <i>Reading Focus</i> 25, 55, 135, 175, 202 <i>Try This</i> 323 TAE: T16
2.6.3 Identify and explain the relationships between main ideas and supporting details in text.	E/S SE: 40, 324 <i>Literary Element</i> 35 <i>Going Solo</i> 95 <i>Think It Over</i> 234, 246 <i>TeamWork</i> 239, 252
2.6.4 Summarize information from several sources.	E/L SE: 325 <i>Reading Focus</i> 99, 101, 107, 160, 214 <i>Going Solo</i> 109 <i>Buddy Up</i> 216 TAE: T16

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2.6.5 Adjust reading rate to suit the structure of content area texts.	I/L SE: 321 <i>Going Solo</i> 167 <i>Reading Focus</i> 224, 233, 261, 268, 271 <i>Buddy Up</i> 269
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.6.1 Analyze the influence of setting on characters and on how the problem or conflict is resolved.	E/S SE: 40 <i>Reading Coach</i> 5, 53, 58, 61, 157 <i>Buddy Up</i> 13 <i>Reading Check</i> 59 <i>Going Solo</i> 67 TAE: ELL 8
3.6.2 Make logical predictions about characters' actions and plot development based on evidence from the text.	E/S SE: 323 <i>Reading Focus</i> 22, 54, 91, 93, 102, 105, 131, 174, 202 <i>Buddy Up</i> 95
3.6.3 Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives.	I/L These modern short stories are written from varying perspectives and could be compared. SE: 4-15, 16-31, 33-41, 43-48, 50-69 Folktales and myths are a good medium for comparing cultural perspectives. SE: 88-97, 98-111, 112-117
3.6.4 Compare a variety of themes generated by a single topic .	I/S SE: 40 <i>Literary Element</i> 35
3.6.5 Recognize the effect and appropriateness of the rhythm and sounds used by an author in a selection.	I/L SE: 70-71, 81 <i>TeamWork</i> 80 (2)
3.6.6 Describe how an author creates mood by choosing words with specific connotations .	I/S SE: 319
3.6.7 Identify characteristics and elements of various literary forms.	I/L SE: 2-3, 14, 70-71, 86-87, 96, 110, 118-119, 146-147, 150-151 <i>Literary Element</i> 7, 90, 100
Content Standard 4.0: <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.6.1 Identify and use text features such as newspapers, magazines, and editorial to gain meaning.	E/S SE: 239, 330 <i>Author's Plan</i> 214, 233, 235, 237, 242, 245, 248 <i>Buddy Up</i> 252
4.6.2 Find similarities and differences in a text in the treatment, scope, or organization of ideas.	I/L SE: 328-330 <i>TeamWork</i> 80

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4.6.3 Evaluate information from and differentiate between primary and secondary sources.	E/L SE: 327 TAE: T18
4.6.4 Verify information from one source by consulting other sources.	E/L Gathering information from a wide variety of sources will help to verify information. SE: 330
4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.	E/S SE: <i>Author's Plan</i> 203 <i>TeamWork</i> 205 <i>Connect</i> 227 <i>Did You Know?</i> 227 <i>Reading Focus</i> 228 <i>Buddy Up</i> 229
4.6.6 Read and follow multi-step directions to complete a complex task.	E/L SE: 274-275, 281, 332 <i>Reason to Read</i> 4, 16, 32, 51, 72, 88, 98