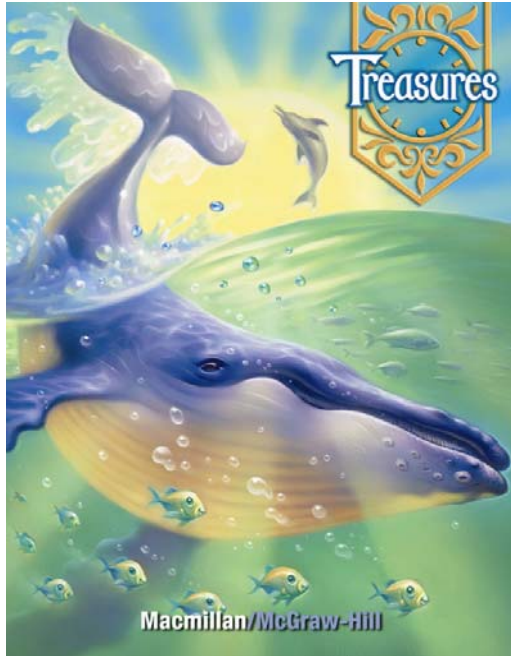




Macmillan/McGraw-Hill

Reading Grade Level Expectations
Grade 6



Treasures

Grade 6
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STANDARDS	PAGE REFERENCES
EARLY READING STRATEGIES: Phonological Awareness (R-9) and Concepts of Print (R-10)	
End of Grade 6 LOCAL ONLY	
No GLE at this grade level	
READING FLUENCY and ACCURACY (R-11)	
R-6-11 Reads grade-level appropriate material with:	
<ul style="list-style-type: none"> R—6—11.1 Accuracy: reading material appropriate <u>for grade 6</u> with 90-94% accuracy (Local) 	Teacher Edition: Unit 1 F 16R, 17, 30, 41, 103; SF 123S Unit 2 CF 151N; ELL 147A, 237A; F 147A, 237A; SF 151N, 151Q Unit 3 ELL 331A; F 302I, 331A; SF 359Q Unit 4 F 451; SF 425N, 449N, 475S Unit 5 F 569; SF 503N, 503Q, 529S; 591N, 591Q Unit 6 F 639A; SF 657N, 683S, 709N, 709Q

STANDARDS	PAGE REFERENCES
<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>Teacher Edition: Unit 1 F 16R, 17, 30, 41, 103; SF 123S Unit 2 CF 151N; ELL 147A, 237A; F 147A, 237A; SF 151N, 151Q Unit 3 ELL 331A; F 302I, 331A; SF 359Q Unit 4 F 451; SF 425N, 449N, 475S Unit 5 F 569; SF 503N, 503Q, 529S; 591N, 591Q Unit 6 F 639A; SF 657N, 683S, 709N, 709Q</p>
<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>Teacher Edition: Unit 1 F 16R, 17, 30, 41, 103; SF 123S Unit 2 CF 151N; ELL 147A, 237A; F 147A, 237A; SF 151N, 151Q Unit 3 ELL 331A; F 302I, 331A; SF 359Q Unit 4 F 451; SF 425N, 449N, 475S Unit 5 F 569; SF 503N, 503Q, 529S; 591N, 591Q Unit 6 F 639A; SF 657N, 683S, 709N, 709Q</p>
WORD IDENTIFICATION SKILLS AND STRATEGIES (R-1)	
R-6-1 Applies word identification/ decoding strategies by ...	
<ul style="list-style-type: none"> R-6-1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local) 	<p>Student Edition: Unit 3 248, 316</p> <p>Teacher Wraparound Edition: Unit 1 V 115 Unit 2 V 198 Unit 3 DC 253, 324; V 249, 273D, 273O, 273Q, 286, 317; WS 359G, 425G Unit 5 ELL 541D; WS 646I</p>

STANDARDS	PAGE REFERENCES
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-2)	
R-6-2 Students identify the meaning of unfamiliar vocabulary by...	
<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:</p> <p>Unit 1 36-37, 60-61, 86, 93, T6, T7 <i>Connect and Compare</i> 63 <i>Dictionary</i> 18 <i>Text Feature</i> 36, 60</p> <p>Unit 2 148-149, 172-175, T6, T8, T9 <i>Dictionary</i> 154, 192 <i>Text Feature</i> 148, 172 <i>Writer's Resources</i> 245C</p> <p>Unit 3 248, 268-271, 316, T7 <i>Dictionary</i> 276 <i>Text Feature</i> 268 <i>Writer's Resources</i> 363C</p> <p>Unit 4 366, 382-385, T5, T7 <i>Text Feature</i> 382</p> <p>Unit 5 498-501, 562-565, 570, T10, T11 <i>Text Feature</i> 498, 562 <i>Thesaurus</i> 544</p> <p>Unit 6 640-643, 704-707 <i>Dictionary</i> 686 <i>Text Feature</i> 640, 704 <i>Thesaurus</i> 624 <i>Writer's Resources</i> 713C</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 CC 69, 77D, 86, 101D; OL 123F; TF 36, 60; V 115</p> <p>Unit 2 CC 181, 189D, 189O, 189Q; TF 148, 172; V 198; VB 151F</p> <p>Unit 3 CC 305, 313D; DC 253, 324; ELL 269; TF 268; V 249, 273D, 273O, 273Q, 286, 317; WS 359G, 425G</p> <p>Unit 4 CC 367, 373, 383, 387D, 387O, 387Q; OL 425F; TF 382</p> <p>Unit 5 CC 571, 577; ELL 541D; SS 537B; TF 498, 562; WS 646I</p> <p>Unit 6 CC 642, 705; ELL 705; TF 640, 704</p>

STANDARDS	PAGE REFERENCES
VOCABULARY STRATEGIES and BREADTH of VOCABULARY (R-3)	
R-6-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...	
<ul style="list-style-type: none"> R-6-3.1 Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State) 	<p>Student Edition: Unit 1 104 Unit 2 220 Unit 3 338 Unit 4 366 Unit 5 544 Unit 6 624</p> <p>Teacher Wraparound Edition: Unit 1 C 110; DC 97, 113; ELL 123D; V 105, 123D, 123O, 123Q Unit 2 ELL 241D; V 221, 241D, 241O, 241Q Unit 3 DC 352; ELL 359D; V 339, 359D, 359F, 359O, 359Q Unit 4 DC 373; ELL 387D; V 367, 387D, 387O, 387Q, 449D, 449F, 449O, 449Q; VB 425F Unit 5 DC 549; V 567D, 567F, 567O, 567Q Unit 6 V 625, 645D, 645O, 645Q</p>
<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: Unit 1 86, T6, T7 Unit 3 T 7 Unit 4 366, T5 Unit 5 570, T10</p> <p>Teacher Wraparound Edition: Unit 1 CC 69, 77D, 86, 101D Unit 2 CC 181, 189D, 189O, 189Q Unit 3 CC 305, 313D Unit 4 CC 367, 373, 383, 387D, 387O, 387Q Unit 5 CC 571, 577 Unit 6 CC 642, 705</p>

STANDARDS	PAGE REFERENCES
<p align="center">INITIAL UNDERSTANDING of LITERARY TEXTS (R-4.1 to R-4.3)</p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and High school GSEs. A list of suggested literary texts for instructional and assessment purposes is included in Appendix A.</p>	
<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 <u>or setting</u> over time (State) EXAMPLE (of setting changing): In this poem, how does the farm's appearance change over the years? 	<p>Student Edition:</p> <p>Unit 1 20-34, 44-59, 82-93, 106-117, 120-121, T1 <i>Comprehension Check</i> 35, 59, 95 <i>Connect and Compare</i> 121</p> <p>Unit 2 132-145, 156-169, 212-215 <i>Comprehension Check</i> 147, 171</p> <p>Unit 3 250-267, 278-293, 340-353, T1 <i>Comprehension Check</i> 267, 295, 355 <i>Writer's Craft</i> 300</p> <p>Unit 4 408-411, 430-443, 454-469 <i>Comprehension Check</i> 471 <i>Connect and Compare</i> 411 <i>Literary Elements</i> 408</p> <p>Unit 5 484-495, 508-523, 546-559, 588-589 <i>Connect and Compare</i> 589</p> <p>Unit 6 626-637, 688-701 <i>Comprehension Check</i> 639</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 AC 34, 94, 118; C 26, 59B; DC 22, 24, 26, 30, 32, 49, 50; ELL 24, 32, 49, 50, 55, 90; ES 51; LE 121; ML 88</p> <p>Unit 2 DC 134, 136, 137, 143, 159</p> <p>Unit 3 AC 266, 354; DC 257, 263, 287, 347, 348; ELL 256, 257, 260; ES 259</p> <p>Unit 4 AC 444; C 436; CP 468; DC 441; 458, 466, 467; LE 408</p> <p>Unit 5 AC 496, 524; C 488, 491, 518, 552; DC 550, 551, 552, 553; F 519</p> <p>Unit 6 C 631, 691; DC 628, 694</p>

STANDARDS	PAGE REFERENCES
<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: Unit 1 <i>Summarize</i> 35, 59, 95 Unit 2 <i>Summarize</i> 147, 171, 211, 237 Unit 3 <i>Summarize</i> 267, 295, 331, 355 Unit 4 <i>Summarize</i> 381, 407, 445, 471 Unit 5 <i>Summarize</i> 497, 525, 561, 571, 572, 587 Unit 6 <i>Summarize</i> 615, 679, 703</p> <p>Teacher Wraparound Edition: Unit 1 SUM 28, 35, 52, 59, 90, 95, 113 Unit 2 SUM 140, 147, 171, 211, 237 Unit 3 C T4; SUM 267, 295, 331, 350, 355 Unit 4 SUM 373, 381, 407, 421, 445, 461, 471 Unit 5 C T5; ES 579; SUM 492, 497, 516, 525, 555, 561, 575, 577, 579, 582, 584, 587 Unit 6 SUM 606, 615, 639, 653, 669, 679, 699, 703</p>
<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: Unit 2 131, 132, 155, 156, 182 Unit 6 600, 625, 626, 662</p> <p>Teacher Wraparound Edition: Unit 2 GQ 149, 164, 166 Unit 5 GQ 563 Unit 6 GQ 600, 607, 611, 630, 635, 668, 674</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">INITIAL UNDERSTANDING of LITERARY TEXTS (R-4 .4 to R-4.5)</p> <p style="text-align: center;">All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and High school GSEs. A list of suggested literary texts for instructional and assessment purposes is included in Appendix A.</p>	
<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: Unit 1 20-33, 44-57, 82-93 Unit 2 132-145, 194-209, 212-215, 238-239 Unit 3 250-265, 278-293, 332-333 Unit 4 408-411, 446-447, 454-469 Unit 5 508-523, 526-527, 572-585 Unit 6 626-637</p> <p>Teacher Wraparound Edition: Unit 1 G 20, 44, 82 Unit 2 G 132, 194, 212, 238 Unit 3 G 250, 278, 332 Unit 4 G 408, 446, 454 Unit 5 G 508, 526, 572 Unit 6 G 626</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: Unit 1 28 Unit 2 138-139 <i>Literary Elements</i> 238 Unit 5 583, 588-589 Unit 6 602, 606</p> <p>Teacher Wraparound Edition: Unit 1 C 26, 28 Unit 2 C 139; DC 144; LE 239 Unit 4 M 446 Unit 5 DC 583; LE 588 Unit 6 AC 638; C 606</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.3) All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<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>Teacher Wraparound Edition: Unit 1 MP 53, 89; PP 21, 45, 71, 83, 107 Unit 2 MP 159, 202, 228; PP 133, 157, 195, 223 Unit 3 MP 263; PP 251, 279, 319, 341 Unit 4 MP 433, 457; PP 369, 393, 431, 455 Unit 5 MP 515, 557; PP 485, 509, 547, 573 Unit 6 MP 609, 632; PP 601, 627, 663, 689</p>
<ul style="list-style-type: none"> R-6-5.2 Describing <u>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: Unit 1 20-33, 44-57, 82-93, T1 <i>Comprehension Check</i> 35, 59, 95 Unit 2 132-145, 156-169, 212-215 <i>Comprehension Check</i> 147, 171 Unit 3 250-265, 278-293, 340-353 <i>Comprehension Check</i> 267, 295, 355 <i>Writer's Craft</i> 300 Unit 4 408-411, 454-469 <i>Comprehension Check</i> 471 <i>Literary Elements</i> 408 Unit 5 508-523, 546-559 Unit 6 626-637, 688-701 <i>Comprehension Check</i> 639</p> <p>Teacher Wraparound Edition: Unit 1 AC 94; C 26; DC 30; ELL 55, 90; ES 51; ML 88 Unit 2 DC 134, 136, 137, 143, 159 Unit 3 AC 354; DC 257, 287, 347, 348; ELL 257, 260; ES 259 Unit 4 CP 468; DC 458, 466, 467; LE 408 Unit 5 AC 524; C 552; DC 550, 551, 552, 553 Unit 6 C 631, 691; DC 628</p>

STANDARDS	PAGE REFERENCES
<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 (e.g., how the historical era influences the characters' actions or thinking) (State)</u> 	<p>Student Edition: Unit 2 212-215 Unit 3 251-265 Unit 5 509-523, 526-527 <i>Think and Compare</i> 525</p> <p>Teacher Wraparound Edition: Unit 2 CP 205; RI 215 Unit 3 DC 255 Unit 5 C 491</p>
<p>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5 .4 to R-5.6) All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<ul style="list-style-type: none"> R–6–5.4 <u>Explaining how the narrator's point of view affects the reader's interpretation (State)</u> 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>Student Edition: Unit 1 20-33, 106-117, 120-121 <i>Comprehension Check</i> 35 <i>Connect and Compare</i> 121 Unit 3 250-265 <i>Comprehension Check</i> 267 Unit 4 408-411, 430-443 <i>Connect and Compare</i> 411 Unit 5 484-495, 508-523, 588-589 <i>Connect and Compare</i> 589</p> <p>Teacher Wraparound Edition: Unit 1 AC 34, 118; C 26; DC 26, 32; ELL 32; LE 121 Unit 3 AC 266; ELL 256 Unit 4 AC 444; C 436; DC 441 Unit 5 AC 496, 524; C 488; F 519</p>
<ul style="list-style-type: none"> R–6–5.5 Identifying author's message or theme (State) 	<p>Student Edition: Unit 5 588-589 Unit 6 688-703 <i>Summarize</i> 703 <i>Think and Compare</i> 703</p> <p>Teacher Edition: Unit 2 C 163; DC 168 Unit 5 T 589 Unit 6 S 687A, 709O, 709P, 709R, 709T</p>

STANDARDS	PAGE REFERENCES
GLE R—6—5.6 becomes subsumed under R—6—5.2 and R—6—5.3)	
<p style="text-align: center;">ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-6)</p> <p style="text-align: center;">All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<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: Unit 1 28 Unit 2 138-139 <i>Literary Elements</i> 238 Unit 5 583, 588-589 Unit 6 602, 606</p> <p>Teacher Wraparound Edition: Unit 1 C 26, 28 Unit 2 C 139; DC 144; LE 239 Unit 4 M 446 Unit 5 DC 583; LE 588 Unit 6 AC 638; C 606</p>
<ul style="list-style-type: none"> R—6—6.2 Demonstrating knowledge of use of literary elements and devices (e.g., rhyme, <u>alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms</u>) to analyze literary works (Local) 	<p>Student Edition: Unit 1 100 <i>Think and Compare</i> 35 Unit 3 333 Unit 4 408-411, 446-447 <i>Literary Elements</i> 446 Unit 5 588-589</p> <p>Teacher Edition: Unit 1 C 25, 26; ELL 27; FP 100 Unit 2 AC 236; ELL 217D; S 217D Unit 3 P 332; R 332 Unit 4 LE 408, 446; P 446 Unit 5 LE 588, 589; P 588 Unit 6 DC 631, 675; FL 705</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16) All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<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: Unit 1 <i>Think and Compare #5</i> 35, 59, 95, 119 Unit 2 <i>Think and Compare #5</i> 147, 171, 211, 237 Unit 3 <i>Think and Compare #5</i> 267, 295, 331, 355 Unit 4 <i>Think and Compare #5</i> 381, 407, 445, 471 Unit 5 <i>Think and Compare #5</i> 497, 525, 527, 561 Unit 6 <i>Think and Compare #5</i> 615, 639, 679, 703 Teacher Wraparound Edition: Unit 1 FQ 35, 59, 95, 119 Unit 2 FQ 147, 171, 211, 237 Unit 3 FQ 267, 295, 331, 355 Unit 4 FQ 381, 407, 445, 471 Unit 5 FQ 497, 525, 527, 561 Unit 6 FQ 615, 639, 679, 703</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: Unit 5 546-559 <i>Think and Compare</i> 561 Teacher Edition: Unit 2 DC 159, 232 Unit 5 C 546; DC 548, 551, 554, 558; ELL 545A, 551 554; ES 553; S 545A-545B Unit 6 DC 603, 633</p>

STANDARDS	PAGE REFERENCES
<p align="center">INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)</p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.</p>	
<p>R-7-7</p> <p>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) • 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:</p> <p>Unit 1 36-37, 60-63, T9 <i>Connect and Compare</i> 37, 63</p> <p>Unit 2 148-149, 172-175, T11 <i>Connect and Compare</i> 149, 175</p> <p>Unit 3 356-357 <i>Connect and Compare</i> 357</p> <p>Unit 4 382-385, T10 <i>Connect and Compare</i> 385</p> <p>Unit 5 498-501 <i>Connect and Compare</i> 501</p> <p>Unit 6 640-643, 704-707 <i>Connect and Compare</i> 643, 707</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 TF 36, 60</p> <p>Unit 2 TF 148, 172</p> <p>Unit 3 TF 357</p> <p>Unit 4 TF 382</p> <p>Unit 5 TF 498</p> <p>Unit 6 TF 640, 704</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State) 	<p>Student Edition: Unit 1 36-37, 70-73 <i>Connect and Compare</i> 37 <i>Think and Compare</i> 73 Unit 2 172-175, 182-185 <i>Connect and Compare</i> 175 <i>Think and Compare</i> 185 Unit 3 296-299 <i>Connect and Compare</i> 299 Unit 4 382-385 <i>Connect and Compare</i> 385 Unit 5 534-547, 562-565 <i>Connect and Compare</i> 565 <i>Think and Compare</i> 537 Unit 6 616-619 <i>Connect and Compare</i> 619</p> <p>Teacher Edition: Unit 1 C 70; DC 72; QC 73 Unit 2 IT 174 Unit 3 IT 297, 299 Unit 4 IT 384 Unit 5 DC 536; IT 564; ML 563 Unit 6 ELL 617</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3)</p> <p style="text-align: center;">All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.</p>	
<p>R-7-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p>	
<ul style="list-style-type: none"> R-6-7.3 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>Student Edition:</p> <p>Unit 1 <i>Summarize</i> 35, 59, 95</p> <p>Unit 2 <i>Summarize</i> 147, 171, 211, 237</p> <p>Unit 3 <i>Summarize</i> 267, 295, 331, 355</p> <p>Unit 4 <i>Summarize</i> 381, 407, 445, 471 <i>Writer's Craft</i> 448-449</p> <p>Unit 5 595I-595J <i>Summarize</i> 497, 525, 561, 571, 572, 587 <i>Writer's Craft</i> 528-529</p> <p>Unit 6 713A-713C, T12 <i>Summarize</i> 615, 679, 703</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 SUM 28, 35, 52, 59, 90, 95, 113</p> <p>Unit 2 SUM 140, 147, 171, 211, 237; WT 189B</p> <p>Unit 3 C T4; SUM 267, 295, 331, 350, 355</p> <p>Unit 4 F 448; SUM 373, 381, 407, 421, 445, 461, 471</p> <p>Unit 5 C T5; ES 579; SUM 492, 497, 516, 525, 555, 561, 575, 577, 579, 582, 584, 587</p> <p>Unit 6 SC 713K; SUM 606, 615, 639, 653, 669, 679, 699, 703</p>

STANDARDS	PAGE REFERENCES
<p align="center">INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.4 to R-7.5)</p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.</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: Unit 2 131, 132, 155, 156, 182 Unit 6 600, 625, 626, 662</p> <p>Teacher Wraparound Edition: Unit 2 GQ 149, 164, 166 Unit 5 GQ 563 Unit 6 GQ 600, 607, 611, 630, 635, 668, 674</p>

STANDARDS	PAGE REFERENCES
<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>, newspapers, 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: Unit 1 36-37 <i>Connect and Compare</i> 37 <i>Text Feature</i> 36 Unit 2 148-149 <i>Connect and Compare</i> 149 <i>Text Feature</i> 148 Unit 3 296-299 <i>Connect and Compare</i> 299 <i>Text Feature</i> 296 Unit 4 472-473 <i>Connect and Compare</i> 473 <i>Text Feature</i> 473 Unit 5 562-565 <i>Connect and Compare</i> 565 <i>Text Feature</i> 562 Unit 6 640-643 <i>Connect and Compare</i> 643 <i>Text Feature</i> 640</p> <p>Teacher Edition: Unit 1 R 37; TF 36 Unit 2 RI 149; TF 148 Unit 3 ELL 297; IT 297, 298; TF 296 Unit 4 R 472; TF 472 Unit 5 ML 563; TF 562, 564 Unit 6 ELL 641; TF 640, 641, 642</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.1 to R-8.2)</p> <p>All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.</p>	
<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:</p> <p>Unit 1 <i>Think and Compare #5</i> 35, 59, 95, 119</p> <p>Unit 2 <i>Connect and Compare</i> 215 <i>Think and Compare #5</i> 147, 171, 211, 237</p> <p>Unit 3 <i>Think and Compare #5</i> 267, 295, 331, 355</p> <p>Unit 4 T3 <i>Think and Compare #5</i> 381, 407, 445, 471</p> <p>Unit 5 T2 <i>Think and Compare #5</i> 497, 525, 527, 561</p> <p>Unit 6 <i>Think and Compare #5</i> 615, 639, 679, 703</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 FQ 35, 59, 95, 119</p> <p>Unit 2 CP 205; FQ 147, 171, 211, 237</p> <p>Unit 3 FQ 267, 295, 331, 355</p> <p>Unit 4 FQ 381, 407, 445, 471</p> <p>Unit 5 FQ 497, 525, 527, 561</p> <p>Unit 6 FQ 615, 639, 679, 703</p>

STANDARDS	PAGE REFERENCES
<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: Unit 1 <i>Think and Compare #5</i> 35, 59, 95, 119 Unit 2 <i>Connect and Compare</i> 215 <i>Think and Compare #5</i> 147, 171, 211, 237 Unit 3 <i>Think and Compare #5</i> 267, 295, 331, 355 Unit 4 T3 <i>Think and Compare #5</i> 381, 407, 445, 471 Unit 5 T2 <i>Think and Compare #5</i> 497, 525, 527, 561 Unit 6 <i>Think and Compare #5</i> 615, 639, 679, 703</p> <p>Teacher Wraparound Edition: Unit 1 FQ 35, 59, 95, 119 Unit 2 CP 205; FQ 147, 171, 211, 237 Unit 3 FQ 267, 295, 331, 355 Unit 4 FQ 381, 407, 445, 471 Unit 5 FQ 497, 525, 527, 561 Unit 6 FQ 615, 639, 679, 703</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: Unit 1 21-34, 83-94 <i>Think and Compare</i> 35, 95 Unit 2 157-170, 195-210 <i>Think and Compare</i> 171, 211 Unit 3 251-266, 319-330 <i>Think and Compare</i> 267, 331 Unit 4 368-80, 393-406, 431-444, T1 <i>Think and Compare</i> 381, 407, 445 Unit 6 601-614, 627-638, 663-678 <i>Think and Compare</i> 615, 639, 679</p> <p>Teacher Wraparound Edition: Unit 1 AP 34, 94 Unit 2 AP 170, 210 Unit 3 AP 266, 330 Unit 4 AP 380, 406, 444; DC 370, 372, 375, 376, 378, 442; ELL 372, 376; ES 375 Unit 6 AP 614, 638, 678; DC 670</p>

STANDARDS	PAGE REFERENCES
<p style="text-align: center;">ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8.3 to R-8.6)</p> <p style="text-align: center;">All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in NECAP GLEs and GSEs. See Appendix A for a list of suggested informational texts for instructional and assessment purposes.</p>	
<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: Unit 1 82-93, T3 <i>Comprehension Check</i> 95 Unit 3 306-309, T3 Unit 4 392-405, 430-443, T2, T3 <i>Think and Compare</i> 407, 445</p> <p>Teacher Wraparound Edition: Unit 1 C 82; DC 84, 88, 91, 108; ELL 86, 91; ES 89 Unit 2 DC 135, 230 Unit 3 DC 308, 321; IT 269; QC 309 Unit 4 DC 373, 395, 398, 399, 400, 402, 432, 435, 437; ELL 394, 400, 435, 440; ES 399, 437; ML 404 Unit 5 C 585 Unit 6 C 632; DC 675</p>
<ul style="list-style-type: none"> R-6-8.5 Making inferences about causes or effects (State) 	<p>Student Edition: Unit 1 82-93, T3 <i>Comprehension Check</i> 95 Unit 3 306-309, T3 Unit 4 392-405, 430-443, T2, T3 <i>Think and Compare</i> 407, 445</p> <p>Teacher Wraparound Edition: Unit 1 C 82; DC 84, 88, 91, 108; ELL 86, 91; ES 89 Unit 2 DC 135, 230 Unit 3 DC 308, 321; IT 269; QC 309 Unit 4 DC 373, 395, 398, 399, 400, 402, 432, 435, 437; ELL 394, 400, 435, 440; ES 399, 437; ML 404 Unit 5 C 585 Unit 6 C 632; DC 675</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R-6-8.6 No GLE at this grade level	
READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12)	
R—6—12 Demonstrates ability to monitor comprehension for different types of text and purposes by...	
<ul style="list-style-type: none"> 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>Student Edition:</p> <p>Unit 1 <i>Summarize</i> 35, 59, 95</p> <p>Unit 2 <i>Summarize</i> 147, 171, 211, 237</p> <p>Unit 3 <i>Summarize</i> 267, 295, 331, 355</p> <p>Unit 4 <i>Summarize</i> 381, 407, 445, 471</p> <p>Unit 5 <i>Summarize</i> 497, 525, 561, 571, 572, 587</p> <p>Unit 6 <i>Summarize</i> 615, 679, 703</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 DC 50, 112; MP 53, 89; PP 21, 45, 71, 83, 107; SUM 28, 35, 52, 59, 90, 95, 113</p> <p>Unit 2 MP 159, 202, 228; PP 133, 157, 195, 223; SUM 140, 147, 171, 211, 237</p> <p>Unit 3 C T4; MP 263; PP 251, 279, 319, 341; RS 246H; SUM 267, 295, 331, 350, 355; SS 309B, 313Q, 313S</p> <p>Unit 4 MP 433, 457; PP 369, 393, 431, 455; SUM 373, 381, 407, 421, 445, 461, 471</p> <p>Unit 5 C T5; ES 579; MP 515, 557; PP 485, 509, 547, 573; SUM 492, 497, 516, 525, 555, 561, 575, 577, 579, 582, 584, 587</p> <p>Unit 6 MP 609, 632; PP 601, 627, 663, 689; SUM 606, 615, 639, 653, 669, 679, 699, 703</p>

STANDARDS	PAGE REFERENCES
READING STRATEGIES: Reading Comprehension Strategies (R-13)	
R—6—13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)	
<ul style="list-style-type: none"> 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) 	<p>Student Edition:</p> <p>Unit 1 <i>Summarize</i> 35, 59, 95</p> <p>Unit 2 131, 132, 155, 156, 182 <i>Summarize</i> 147, 171, 211, 237</p> <p>Unit 3 <i>Summarize</i> 267, 295, 331, 355</p> <p>Unit 4 <i>Summarize</i> 381, 407, 445, 471</p> <p>Unit 5 <i>Summarize</i> 497, 525, 561, 571, 572, 587</p> <p>Unit 6 600, 625, 626, 662 <i>Summarize</i> 615, 679, 703</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 DC 50, 112; GQ 149, 164, 166; SUM 28, 35, 52, 59, 90, 95, 113</p> <p>Unit 2 SUM 140, 147, 171, 211, 237</p> <p>Unit 3 C T4; RS 246H; SUM 267, 295, 331, 350, 355; SS 309B, 313Q, 313S</p> <p>Unit 4 SUM 373, 381, 407, 421, 445, 461, 471</p> <p>Unit 5 C T5; ES 579; GQ 563; SUM 492, 497, 516, 525, 555, 561, 575, 577, 579, 582, 584, 587</p> <p>Unit 6 GQ 600, 607, 611, 630, 635, 668, 674; SUM 606, 615, 639, 653, 669, 679, 699, 703</p>

STANDARDS	PAGE REFERENCES
BREADTH OF READING: Reading Widely and Extensively (R-14)	
R—6—14 Demonstrates the habit of reading widely and extensively* by...	
<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: Unit 1 21-33, 45-57, 71-73, 83-93, 107-117 Unit 2 133-145, 157-169, 195-209, 223-235 Unit 3 251-265, 279-293, 319-329, 341-353 Unit 4 369-379, 393-405, 431-443, 455-469 Unit 5 485-495, 509-525, 547-559, 573-585 Unit 6 601-613, 627-637, 663-677, 689-701</p> <p>Teacher Wraparound Edition: Unit 1 R 40I, 66I, 78I, 102I Unit 2 R 152I, 178I, 190I, 218I Unit 3 R 274I, 302I, 314I, 336I Unit 4 R 388I, 414I, 426I, 450I Unit 5 R 504I, 530I, 542I, 568I Unit 6 CCP 596I; R 622I, 646I, 658I, 684I</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) 	<p>Student Edition: Unit 1 21-33, 45-57, 71-73, 83-93, 107-117 Unit 2 133-145, 157-169, 195-209, 223-235 Unit 3 251-265, 279-293, 319-329, 341-353 Unit 4 369-379, 393-405, 431-443, 455-469 Unit 5 485-495, 509-525, 547-559, 573-585 Unit 6 601-613, 627-637, 663-677, 689-701</p> <p>Teacher Wraparound Edition: Unit 1 R 40I, 66I, 78I, 102I Unit 2 R 152I, 178I, 190I, 218I Unit 3 R 274I, 302I, 314I, 336I Unit 4 R 388I, 414I, 426I, 450I Unit 5 R 504I, 530I, 542I, 568I Unit 6 CCP 596I; R 622I, 646I, 658I, 684I</p>

STANDARDS	PAGE REFERENCES
<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:</p> <p>Unit 1 <i>Think and Compare #5</i> 35, 59, 95, 119</p> <p>Unit 2 <i>Think and Compare #5</i> 147, 171, 211, 237</p> <p>Unit 3 <i>Think and Compare #5</i> 267, 295, 331, 355</p> <p>Unit 4 <i>Think and Compare #5</i> 381, 407, 445, 471</p> <p>Unit 5 <i>Think and Compare #5</i> 497, 525, 527, 561</p> <p>Unit 6 <i>Think and Compare #5</i> 615, 639, 679, 703</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 FQ 35, 59, 95, 119</p> <p>Unit 2 FQ 147, 171, 211, 237</p> <p>Unit 3 FQ 267, 295, 331, 355</p> <p>Unit 4 FQ 381, 407, 445, 471</p> <p>Unit 5 FQ 497, 525, 527, 561</p> <p>Unit 6 FQ 615, 639, 679, 703</p>
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:</p> <p>Unit 1 21-33, 45-57, 71-73, 83-93, 107-117</p> <p>Unit 2 133-145, 157-169, 195-209, 223-235</p> <p>Unit 3 251-265, 279-293, 319-329, 341-353</p> <p>Unit 4 369-379, 393-405, 431-443, 455-469</p> <p>Unit 5 485-495, 509-525, 547-559, 573-585</p> <p>Unit 6 601-613, 627-637, 663-677, 689-701</p> <p>Teacher Wraparound Edition:</p> <p>Unit 1 R 40I, 66I, 78I, 102I</p> <p>Unit 2 R 152I, 178I, 190I, 218I</p> <p>Unit 3 R 274I, 302I, 314I, 336I</p> <p>Unit 4 R 388I, 414I, 426I, 450I</p> <p>Unit 5 R 504I, 530I, 542I, 568I</p> <p>Unit 6 CCP 596I; R 622I, 646I, 658I, 684I</p>

STANDARDS	PAGE REFERENCES
<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: Unit 1 <i>Talk About It</i> 17, 41 Unit 2 <i>Talk About It</i> 178 Unit 3 <i>Talk About It</i> 275 Unit 4 <i>Talk About It</i> 414 Unit 5 <i>Talk About It</i> 505, 543 Unit 6 <i>Talk About It</i> 659</p> <p>Teacher Edition: Unit 1 DOL 39V; ELL 16, 40; OL 16, 40; RA 41 Unit 2 DOL 177V; ELL 178; OL 178; RA 179 Unit 3 DOL 273V; ELL 274; OL 274; RA 275 Unit 4 DOL 413V; ELL 414; OL 414; RA 415 Unit 5 DOL 503V, 541V; ELL 504, 542; OL 504, 542; RA 505, 543 Unit 6 ELL 659; OL 658; RA 659</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: Unit 1 <i>Write to a Prompt</i> 76-77</p> <p>Teacher Wraparound Edition: Unit 1 TP 16H Unit 2 TP 128H Unit 3 TP 246H Unit 4 TP 364H; WR 479B; WW 479A-479H Unit 5 TP 480H Unit 6 RS 596H; WR 713C</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—6—15.2 Evaluating information presented, in terms of relevance (Local) 	<p>Student Edition: Unit 4 <i>Writer’s Craft</i> 386-387, 474-475</p> <p>Teacher Wraparound Edition: Unit 1 TP 16H; WR 127C Unit 3 TP 246H Unit 4 TP 364H; WR 479B Unit 5 TP 480H</p>
<ul style="list-style-type: none"> R—6—15.3 Gathering, organizing, and interpreting the information (Local) 	<p>Student Edition: Unit 1 <i>Write to a Prompt</i> 76-77</p> <p>Teacher Wraparound Edition: Unit 1 TP 16H Unit 2 TP 128H Unit 3 TP 246H Unit 4 TP 364H; WR 479B; WW 479A-479H Unit 5 TP 480H Unit 6 RS 596H; WR 713C</p>
<ul style="list-style-type: none"> R—6—15.4 Using evidence to support conclusions (Local) 	<p>Student Edition: Unit 5 <i>Writer’s Craft</i> 528-529 Unit 6 <i>Writer’s Craft</i> 682-683</p> <p>Teacher Wraparound Edition: Unit 1 TP 16H Unit 4 WR 479B; WW 479B-479C Unit 5 WW 595A-595E Unit 6 F 682; TP 596H</p>