



READER'S HANDBOOK CORRELATED TO TRI-STATE NEW ENGLAND (TSNE) GRADE LEVEL EXPECTATIONS (GLES) FOR READING

GRADE 6

R - 6 - 2 Vocabulary Strategies and Breadth of Vocabulary

Standard	Reader's Handbook
<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, thesauruses, or prior knowledge) 	<p>Glossary: p. 158 Prefixes/Suffixes: pp. 585, 622, 658-588 Becoming a Context Clue Expert: pp. 615-620 Dictionary Dipping: pp. 626-629 Reading a Thesaurus: p. 630</p>

R - 6 - 3 Vocabulary Strategies and Breadth of Vocabulary

Standard	Reader's Handbook
<p>R-6-3 Students show 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, shades of meaning • 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 	<p>Connotation and Denotation: p. 279 Look at Denotation and Connotation: pp. 433-434 Synonyms in Analogies: pp. 586, 637 Synonyms and Antonyms: pp. 616, 634</p> <p>Loaded Words: pp. 263, 264, 288 Learning New Words: pp. 608-611 Building Vocabulary Skills: pp. 615-625 Understanding Specialized Terms: pp. 631-634</p>

R - 6 - 4 Initial Understanding of Literary Texts

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.

Standard	Reader's Handbook
<p>R-6-4 Demonstrate initial understanding of elements of literary texts by ...</p> <ul style="list-style-type: none"><li data-bbox="237 474 789 594">• 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 <li data-bbox="237 888 740 978">• R-6-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	<p>Reading a Short Story: Character Map: p. 306 Reading a Short Story: Story Board/Story String: p. 307 Reading a Short Story: Comparing Characters: p. 313 Reading a Novel: Family Tree: p. 325 Reading a Novel: Character Map: p. 326 Reading a Novel: Setting: pp. 327-330 Reading a Novel: Plot: pp. 331-332 Focus on Characters: pp. 340-350 Focus on Setting: pp. 351-359 Focus on Plot: pp. 368-375 Characters: pp. 392-394 Ploy: 398-399 Setting: p. 402</p> <p>Summarizing Notes: pp. 331, 358, 646 Timeline or Sequence Notes: pp. 331, 646 Paraphrasing: pp. 650-651 Summarizing: pp. 658-659</p>

R - 6 - 5 Analysis and Interpretation of Literary Texts / Citing Evidence

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.

Standard	Reader's Handbook
<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) • 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 • R-6-5.3 <u>Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate)</u> or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking) • R-6-5.4 Explaining how the narrator's point of view affects the reader's interpretation • R-6-5.5 Identifying the author's message or theme 	<p>Predicting: pp. 44, 45</p> <p>Reading a Short Story: Character Map: p. 306 Reading a Novel: Characters: pp. 323-326 Focus on Characters: pp. 340-350 Analyzing Characters: p. 343 Character: p. 392-394</p> <p>Making Inferences: pp. 40, 52, 653 Inferences Charts: pp. 214, 308, 347, 356, 672 Conflict/Plot: pp. 507-508</p> <p>Point of View: pp. 313, 323, 400-401</p> <p>Character and Theme: pp. 347-348 Focus on Theme: pp. 376-382 Theme: p. 405 Reading Drama: Focus on Theme: pp. 489-494</p>

**R - 6 - 6 Analysis and Interpretation of Literary
Texts / Citing Evidence**

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.

Standard	Reader's Handbook
<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 (e.g., imagery, exaggeration, <u>simile</u>, <u>metaphor</u>, <u>foreshadowing</u>, or <u>suspense</u>) to analyze works 	<p>Elements of Fiction: pp. 389-407 Elements of Poetry: pp. 446-469</p>

R - 6 - 7 Initial Understanding of Informational Text

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.

Standard	Reader's Handbook
<p>R-6-7 Demonstrate initial understanding of informational texts (expository and practical texts)...</p> <ul style="list-style-type: none"> R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) 	<p>Cause/Effect Organizers: pp. 59, 82, 111, 192, 196, 216, 275, 644, 645, 667 5W's Organizers: pp. 73, 74, 220, 222, 229, 672 Classification Notes: pp. 110, 277, 669 Elements of Textbooks: pp. 155-169 Argument Chart: pp. 249, 253, 255, 274, 667 Reading a Graphic: pp. 536-547 Elements of Graphics: pp. 548-561</p>

**R - 6 - 7 Initial Understanding of Informational Text
(C o n t .)**

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.

Standard	Reader's Handbook
<p>R-6-7 Demonstrate initial understanding of informational texts (expository and practical texts)...</p> <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 • 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) 	<p>Questioning: pp. 44, 45 Details: pp. 51, 53, 54, 60-61 Finding the Main Idea: pp. 50-54, 60-61 Main Idea: pp. 179, 284-285 Questioning the Author: pp. 185, 240, 652-653 Details in Biographies: pp. 196-199 Supporting Details in Newspaper Articles: p. 229 Supporting Details in Magazine Articles: p. 242 Topic Sentence and Supporting Details: pp. 289-290</p> <p>Comparing and Contrasting: pp. 42, 56, 62 Main Idea Organizers: pp. 53, 54, 582, 674 Main Idea Organizer for Essays: p. 182 Comparison/Contrast: pp. 278, 383-388 Main Idea for Nonfiction: pp. 284-285 Topic Sentence and Supporting Details: pp. 289-290 Paraphrase Chart: pp. 540, 541, 544 Paraphrasing: pp. 650-651 Summarizing: pp. 658-659</p>

**R - 6 - 8 A n a l y s i s a n d I n t e r p r e t a t i o n o f I n f o r m a t i o n a l
T e x t s / C i t i n g E v i d e n c e**

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.

Standard	Reader's Handbook
<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 Citing information within a text or <i>across</i> texts • R-6-8.2 Synthesizing information within or across texts (e.g., constructing appropriate titles; or formulating assertions or controlling ideas • 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 • R-6-8.4 Distinguishing fact from opinion, and <u>identifying possible bias/propaganda</u> • R-6-8.5 Making inferences about causes or effects 	<p>Reading History: pp. 66-83 Reading Geography: pp. 84-99 Reading Science: pp. 100-116 Reading Math: pp. 117-131 Focus on Science Concepts: pp. 132-142</p> <p>Synthesizing: pp. 660-661</p> <p>Making Inferences: pp. 40, 52, 653 Inference Charts: pp. 214, 285, 672 Identifying a Reading Purpose: p. 266</p> <p>Propaganda Techniques: pp. 268, 287-288 Fact and Opinion: p. 281</p> <p>Making Inferences: pp. 40, 52, 653 Cause-Effect Order: pp. 56, 59 Looking for Cause and Effect: pp. 644-645</p>