

Level 6

Topics Include:

Visual & Context Clues, Vocabulary,
Signal Words, Figures of Speech,
Prediction, Story Grammar

Table of Contents

Skills

Teacher welcome and tips	vi	Identifying idioms	26
Common Core Alignment chart	viii	Identifying similies and metaphors	27
Analyzing root words	2	Recognizing the 5 W's	28
Analyzing root words	3	Recognizing the 5 W's	29
Analyzing prefixes	4	Classifying items	30
Analyzing prefixes	5	Classifying items	31
Analyzing suffixes	6	Identifying analogies	32
Analyzing suffixes	7	Identifying analogies	33
Following directions	8	Categorizing information	34
Following directions	9	Categorizing information	35
Analyzing visual and context clues	10	Categorizing information	36
Analyzing visual and context clues	11	Categorizing information	37
Analyzing context clues	12	Comparing and contrasting	38
Inference—analyzing word clues	13	Comparing and contrasting	39
Inference—analyzing word clues	14	Developing questioning techniques	40
Analyzing vocabulary	15	Developing questioning techniques	41
Analyzing vocabulary	16	Predicting outcome	42
Analyzing vocabulary	17	Predicting outcome	43
Identifying signal words	18	Predicting outcome	44
Recognizing signal words	19	Making/confirming/inferences	45
Using a dictionary	20	Making/confirming/inferences	46
Using a dictionary	21	Making/confirming/inferences	47
Using a dictionary	22	Making/confirming inferences	48
Using a dictionary	23	Making/confirming/revising inferences	49
Identifying context clues	24	Using T of C to preview and predict content	50
Identifying context clues	25		

Using heading captions to preview and predict content.	51	Identifying types of stories (story genre)	79
Using text captions to preview and predict content.	52	Identifying a topic sentence in text	80
Identifying main idea	53	Identifying a topic sentence in text	81
Identifying main idea	54	Identifying supporting text sentences	82
Identifying main idea	55	Identifying supporting text sentences	83
Identifying main idea	56	Identifying supporting details and facts	84
Identifying main idea	57	Identifying supporting details and facts	85
Identifying main idea	58	Recognizing similarities and differences	86
Identifying main idea	59	Recognizing similarities and differences	87
Identifying main idea	60	Comparing and contrasting.	88
Identifying main idea	61	Comparing and contrasting.	89
Outlining story events.	62	Comparing fact and opinion	90
Outlining story events.	63	Comparing fact and opinion	91
Summarizing	64	Determining cause/effect.	92
Summarizing	65	Determining cause/effect.	93
Interpreting problem/solution.	66	Analyzing characters	94
Interpreting problem/solution.	67	Analyzing characters	95
Interpreting a grid.	68	Analyzing chronology/perspective.	96
Interpreting a diagram	69	Analyzing perspective	97
Interpreting a label	70	Making inferences—visual clues.	98
Distinguishing between fact/opinion	71	Making inferences—word clues	99
Distinguishing between fact/opinion	72	Making inferences	100
Distinguishing between fantasy/reality	73	Making inferences	101
Deleting trivial information	74	Identifying details	102
Deleting trivial information	75	Identifying details	103
Deleting trivial information	76	Identifying details	104
Deleting trivial information	77	Identifying details	105
Identifying types of stories (story genre)	78	Understanding author’s view/purpose	106
		Understanding author’s view/purpose	107

Understanding character’s view	108
Understanding character’s view	109
Identifying setting	110
Identifying setting	111
Identifying time frame.	112
Identifying story line	113
Identifying story plot/goal	114
Identifying main idea/plot.	115
Identifying tone/mood	116
Identifying tone/mood	117
Summarizing main idea	118
Summarizing main idea	119
Reading and writing to persuade	120
Reading and writing to persuade	121
Story sequence	122
Story sequence	123
Factual recall	124
Factual recall	125
Making a generalization	126
Making a generalization	127
Mapping story events	128
Mapping story events	129
Mapping characters	130
Mapping characters	131
Mapping timeline.	132
Teacher’s Scope & Sequence chart	133
Answer Key	135

Welcome to Common Core Skills & Strategies for Reading

About This Series

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Aligning each lesson in these six Common Core titles to the CCSS ensures that students are being taught and assessed on what they are expected to learn and know. The alignment helps educators think critically about their curriculum, instruction, and assessments as they work to ensure that their students meet the rigorous new standards.

Beginning with foundational skills, the activities teach students what they need to learn. The alignments offer a progressive development of reading comprehension skills so that students advancing through the levels are able to gain more from whatever they read. Each title includes a table of contents, a CCSS alignment chart, 130 reproducible lessons individually aligned to the CCSS (each lesson contains a discrete alignment at the bottom of the page), a scope and sequence chart, and an answer key.

Common Core Skills & Strategies for Reading

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Please refer to the CCSS alignment chart below for a complete definition of each alignment in this book. In addition to the chart below, each lesson contains a discrete alignment at the bottom of the page.

Page Number (s)	Common Core State Standards Alignment: Level 3
Pages 6-8	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of nuances in word meanings. CCSS.ELA-Literacy.L.3.5b Identify real-life examples of people who are friendly or helpful.
Pages 9-10	CCSS.ELA-Literacy.L.3.2 Demonstrate punctuation, and spelling when writing.
Page 11	CCSS.ELA-Literacy.L.3.4 Determine phrases based on grade 3 reading.
Pages 12-14	CCSS.ELA-Literacy.RF.3.3 Know and use general suffixes. CCSS.ELA-Literacy.RF.3.3a Identify and explain general suffixes. CCSS.ELA-Literacy.L.3.2 Demonstrate punctuation, and spelling when writing. CCSS.ELA-Literacy.L.3.2e Identify and explain general suffixes to these words. CCSS.ELA-Literacy.L.3.4 Determine phrases based on grade 3 reading. CCSS.ELA-Literacy.L.3.4a Use sentence punctuation to mark the beginning and ending of a known word (e.g., <i>agradable</i>).
Pages 15-20	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions explicitly to the text as the basis for their answers. CCSS.ELA-Literacy.L.3.4 Determine phrases based on grade 3 reading and context. CCSS.ELA-Literacy.L.3.4a Use sentence punctuation to mark the beginning and ending of a known word (e.g., <i>agradable</i>).
Pages 21-7	CCSS.ELA-Literacy.L.3.4 Determine or describe phrases based on grade 3 reading and context.
Pages 29-30: Following directions	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions explicitly to the text as the basis for the answers.
Pages 31-32	CCSS.ELA-Literacy.L.3 Demonstrate command of the conventional forms of general usage when writing or speaking. CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Pages 30-36	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of nuances in word meanings.

CCSS Alignment Chart

NAME _____ DATE _____

Synonyms are words that have the same or nearly the same meaning. So, tap into what you know—about words—and give it a go!

Directions: Select a synonym for the underlined word in the sentences from the box. Write the synonym on the line.

Word Bank

Father neat dashed sick

9. Four errors were marked on my test.

10. Let's order a little pan-size pizza.

6 CCSS: L.3.5, L.3.5b

© Good and Beautiful Publishing • www.gabooks.com
Common Core Skills & Strategies for Reading: Level 3

Discrete Alignment on Each Page

About This Book

Common Core Skills and Strategies for Reading is designed to reinforce and extend the reading skills of your students. The fun, high-interest fiction and nonfiction selections will spark the interest of even your most reluctant reader. The book offers your students a variety of reading opportunities—reading for pleasure, reading to gather information, and reading to perform a task. Each page offers the opportunity for the student to apply one of the strategies to the reading selection, which is linked to a relevant comprehension skill activity.



Each book includes a CD, which contains a complete electronic version of the reproducible as an “Unlocked PDF.” Unlocked PDFs allow users to copy/paste text and certain images for posting, emailing, projecting on a whiteboard, and more.

Choosing Instructional Approaches

You can use the pages in this book for independent reinforcement or extension, whole group lessons, pairs, or small cooperative groups rotating through an established reading learning center. You may choose to place the activities in a center and reproduce the answer key for self-checking. To ensure the utmost flexibility, the process for managing this is left entirely up to you because you know what works best in your classroom.

Assessment

Assessment and evaluation of student understanding and ability is an ongoing process. A variety of methods and strategies should be used to ensure that the student is being assessed and evaluated in a fair and comprehensive manner. Always keep in mind that the assessment should take into consideration the opportunities the student had to learn the information and practice the skills presented. The strategies for assessment are left for you to determine and are dependent on your students and your particular instructional plan. You will find a Scope and Sequence Chart at the back of this book to assist you as you develop your assessment plan.

Common Core Skills & Strategies for Reading

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Please refer to the CCSS alignment chart below for a complete definition each alignment in this book. In addition to the chart below, each lesson contains a discrete alignment at the bottom of the page.

Page Number (s)	Common Core State Standards Alignment: Level 6
Pages 2-5	<p>CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-Literacy.L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>
Pages 6-7	<p>CCSS.ELA-Literacy.L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>
Page 8	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Page 9	<p>CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>
Pages 10-11	<p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-Literacy.L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
Page 12	<p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Page 13	<p>CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
Page 14	<p>CCSS.ELA-Literacy.L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwhasteful, thrifty</i>).</p>
Pages 15-17	<p>CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Pages 18-19	<p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Pages 20-23	<p>CCSS.ELA-Literacy.L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>CCSS.ELA-Literacy.L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Page Number (s)	Common Core State Standards Alignment: Level 6
Pages 24-25	<p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-Literacy.L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>
Pages 26-27	<p>CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.6.5a Interpret figures of speech (e.g., personification) in context.</p>
Pages 28-29	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Page 30	<p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Pages 31-33	<p>CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Pages 34-35	<p>CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Page 36	<p>CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
Page 37	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Pages 38-39	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
Pages 40-41	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>
Page 42	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Page Number (s)	Common Core State Standards Alignment: Level 6
Page 43-45	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Page 46	<p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Page 47	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Pages 48-49	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
Pages 50-51	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
Page 52	<p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
Pages 53-54	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
Page 55	<p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p>CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>
Page 56	<p>CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.</p>
Pages 57-59	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</p>

Page Number (s)	Common Core State Standards Alignment: Level 6
Page 60	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
Page 61	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p>CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
Page 62-63	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.</p> <p>CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
Pages 64-65	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.</p> <p>CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
Page 66-67	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
Page 68	<p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
Page 69	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>
Page 70	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

Page Number (s)	Common Core State Standards Alignment: Level 6
Page 71	CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Page 72	CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Page 73	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Page 74	CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Page 75-77	CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Page 78	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Page 79	CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Pages 80-82	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Page 83	CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-Literacy.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts. CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-Literacy.W.6.2e Establish and maintain a formal style. CCSS.ELA-Literacy.W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.
Pages 84	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Page Number (s)	Common Core State Standards Alignment: Level 6
Page 85	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>
Page 86	<p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>
Page 87	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Page 88	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>
Page 89	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Page 90	<p>CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Page 91	<p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Pages 92-93	<p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Pages 94-95	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
Pages 96-97	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>
Page 98	<p>CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

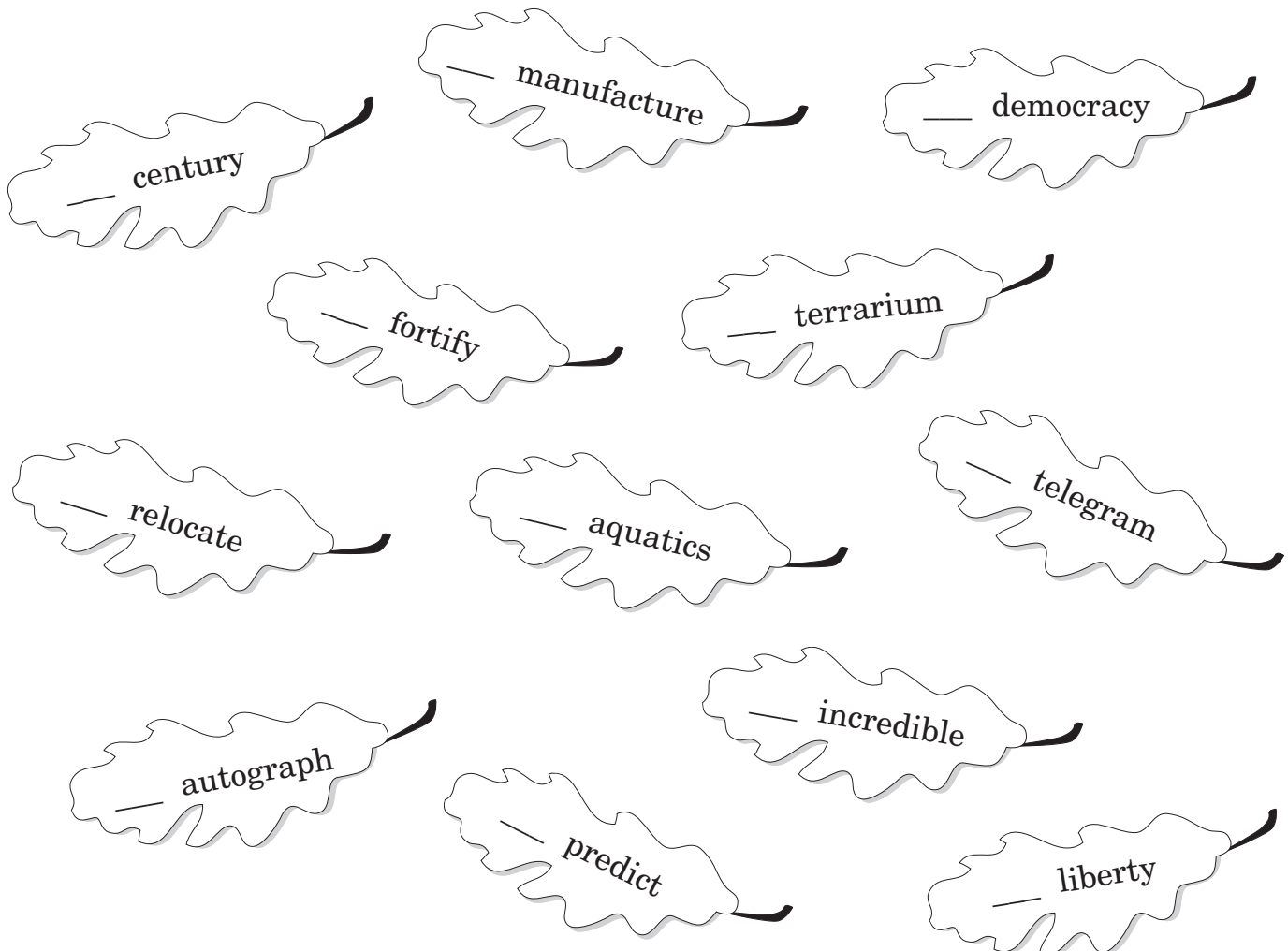
Page Number (s)	Common Core State Standards Alignment: Level 6
Page 99	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
Pages 100-101	<p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Page 102	<p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.</p>
Pages 103-107	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</p>
Page 108-109	<p>CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>
Page 110-111	<p>CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
Page 112	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Page 113	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
Page 114	<p>CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>
Page 115	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
Page 116	<p>CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>

Page Number (s)	Common Core State Standards Alignment: Level 6
Page 117	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
Page 118	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
Page 119	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.6.5a Interpret figures of speech (e.g., personification) in context.</p>
Page 120	<p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
Page 121	<p>CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.</p> <p>CCSS.ELA-Literacy.W.6.1e Provide a concluding statement or section that follows from the argument presented.</p>
Page 122	<p>CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
Page 123	<p>CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</p> <p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-Literacy.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>

Page Number (s)	Common Core State Standards Alignment: Level 6
Page 124	<p>CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>
Page 125	<p>CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
Page 126	<p>CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>
Page 127	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Pages 128-129	<p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
Page 130	<p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
Page 131	<p>CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-Literacy.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-Literacy.W.6.2e Establish and maintain a formal style.</p> <p>CCSS.ELA-Literacy.W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>
Page 132	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

What do plants have to do with reading? Roots! In both plants and reading, everything grows from roots. Learn these roots and watch your vocabulary grow.

Directions: Match each word on a leaf to the root from which it grew. Write the letter of the root on the leaf.



Root Words

- | | | |
|---------------------------|----------------------|------------------|
| A. dict—say; speak | E. gram—draw; write | I. cred—believe |
| B. auto—self | F. loc—place | J. cent—hundred |
| C. dem—people; population | G. terra—earth; land | K. aqua—water |
| D. fort—strong | H. man—hand | L. liber—to free |

Directions: Read each list of words. Think about how they are alike. Then circle the correct meaning of their common root word.

1. transport, import, export, portable
The root “port” most likely means: a. carry b. ship c. across
2. diameter, metric, speedometer, centimeter
The root “meter” most likely means: a. distance b. machine c. measure
3. audience, audition, audible, auditory
The root “aud” most likely means: a. speed b. hear c. people
4. construction, instruct, destruct, structure
The root “struct” most likely means: a. build b. destroy c. stop
5. circus, circle, circular, circumstances
The root “circ” most likely means: a. fun b. around c. five
6. proceed, exceed, succeed, concede
The root “cede or ceed” most likely means: a. go, yield b. fail c. obvious
7. signature, signal, sign, significant
The root “sign” most likely means: a. name b. mark c. visible
8. minor, minute, miniature, minimum
The root “min” most likely means: a. most b. less c. small
9. thermos, thermometer, thermal, thermostat
The root “therm” most likely means: a. bacteria b. enclosed c. heat
10. solitary, solo, solely, solitude
The root “sol” most likely means: a. alone b. free c. near
11. unicorn, uniform, unit, united
The root “uni” most likely means: a. one b. kind c. form



How do you “grow” new words? One way is to start with a root word and add a prefix.

Directions: Add the prefix given to the root word. Then, in the sentences below, fill in the correct word from the ones you wrote.

Prefix	Root Word	New Word
dis–opposite of	appear	_____
re–again	write	_____
mis–wrongly	understood	_____
multi–many	color	_____
mid–middle	day	_____
non–not	sense	_____
un–not	necessary	_____
inter–between	national	_____



- The beautiful butterfly had _____ wings.
- Sometimes I wish this mess in my room would just _____.
- On a warm day it is _____ to bring a heavy coat.
- He was mad because he _____ what I said.
- The teacher made me _____ my essay.
- By _____ the sun was high and we were hungry.
- Olympic athletes enjoy _____ fame.
- Dad thought my excuse was pure _____.