

Oklahoma PASS

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Focus on Reading Strategies Perfection Learning Corporation

Grade 6

Oklahoma Standards	Student Book pages	Teachers Guide Pages
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of texts.		
Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.		
1. Words in Context		
a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level appropriate words in fiction and nonfiction text.	11, 21, 32, 41, 48, 84, 93, 104	14, 17-18
b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use <i>like</i> or <i>as</i> : <i>The Snowplow Reared Up Like a Stallion</i>), metaphors (implied comparisons: <i>Peace is a Sunrise</i>), and multiple meaning words.	32, 48	
2. Word Origins		
b. Apply knowledge of root words to determine the meaning of unknown words within a passage.	84	18
c. Use word origins, including knowledge of less common roots (<i>graph</i> = <i>writing</i> , <i>logos</i> = <i>the study of</i>) and word parts (<i>auto</i> = <i>self</i> , <i>bio</i> = <i>life</i>) from Greek and Latin to analyze the meaning of complex words (<i>autograph</i> , <i>autobiography</i> , <i>biology</i>).		18
3. Using Resource Materials and Aids		
a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus. b. Relate dictionary definitions to context of the reading in order to aid understanding.	55	
Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.		
2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).	3-4	

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Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.		
1. Literal Understanding		
a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and purposes for reading).	6, 15-16, 25-26, 36-37, 45-46, 52, 59-60, 69-70, 80-81, 88-89, 97, 108, 114-115, 124-125	15
b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for sixth grade.	3-4	
c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.	6-24, 25-44, 108-124	13, 16, 21
d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.	6-24	
2. Inferences and Interpretation		
a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	69-87	16
b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).	69-87, 88-107	19-20
3. Summary and Generalization		
a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details of a reading section. b. Make generalizations with information gleaned from text.	25-44	16
c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.	6-24, 69-87	16
d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.	11, 13, 21, 23, 32, 34, 41, 48, 50, 52, 57, 65, 70, 76, 78, 80, 84, 86, 88, 93, 95, 97, 104, 106, 108, 110, 112, 114, 121, 123, 133	13-21

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4. Analysis and Evaluation		
<p>a. Evaluate the believability of a character and the impact they have on the plot.</p> <p>b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.</p> <p>c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p>	88-107	
d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	12-14, 22-24, 33-35, 42-44, 49-51, 56-58, 64-66, 77-79, 85-87, 94-96, 105-107, 111-113, 122-124, 132-134	13-21
f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.	45-58	
5. Monitoring and Correction Strategies		15
<p>a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).</p> <p>b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.</p>	6, 15-16, 25, 26, 36-37, 45-46, 52, 59-60, 69-70, 80-81, 88-89, 97, 108, 114-115, 124-125	
Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.		
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.		
a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.	88-124	13, 16, 20-21
c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.	45-58, 108-124	21

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3. Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work.		
d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism. • Imagery: the use of language to create vivid pictures in the reader's mind.	32, 55, 76, 84	
4. Literary Works - Read and respond to historically and culturally significant works of literature. a. Analyze and evaluate works of literature and the historical context in which they were written. b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	3-4	
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.		
Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive and reflective modes.		
6. Write responses to literature that: a. include an interpretation that shows careful reading, understanding, and insight. b. organize the interpretation around several clear ideas. c. develop and justify the interpretation through the use of examples and evidence from the text. Example: After reading folktales from other countries and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.	24, 35, 44, 51, 58, 66, 79, 87, 96, 107, 113, 124, 134	
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.	14, 24, 35, 51, 58, 66, 79, 87, 96, 107, 113, 124, 134	
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.		
Standard 1: Listening: The student will listen for information and for pleasure.		
1. Identify the major ideas and supporting evidence in informative and persuasive messages.	59, 135	11-12