



# Ready® Reading

to the  
2021 Oklahoma Academic  
Standards for  
English Language Arts

**Grade 6**

2021 Oklahoma Academic Standards for English Language Arts Grade 6		Ready Reading Lessons Grade 6
<b>GRADE 6</b>		
<b>Standard 1: Listening and Speaking:</b> Students will listen and speak effectively in a variety of situations.		
<b>Listening:</b> Students will develop and apply effective communication skills through active listening.		
6.1.L.1	Students will actively listen, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.	<i>Standard addressed throughout all lessons' <b>Listening Activities.</b></i>
6.1.L.2	Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	<b>Lesson 4:</b> Analyzing Key Ideas in a Text, <i>Listening Activity</i> ; <b>Lesson 16:</b> Analyzing the Structure of Stories, <i>Listening Activity</i>
<b>Speaking:</b> Students will develop and apply effective communication skills to share ideas through speaking.		
6.1.S.1	Students will work effectively and respectfully in diverse groups, share responsibility for collaborative work, and value individual contributions.	<i>Standard addressed throughout all lessons' <b>Discussion Activities .</b></i>
6.1.S.2	Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	<i>Standard addressed throughout all lessons' <b>Discussion Activities .</b></i>
6.1.S.3	Students will give formal and informal presentations in a group or individually, organizing information and determining the content, form, and purpose to suit the audience.	<i>Standard addressed throughout all lessons' <b>Discussion and Research Activities.</b></i>

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<b>Standard 2: Reading and Writing Process:</b> Students will use a variety of recursive reading and writing processes.		
<b>Reading:</b> Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.		
6.2.R.1	Students will summarize print and/or nonprint texts, including main idea and key details, to demonstrate comprehension.	<p><b>Lesson 2:</b> Summarizing Informational Texts;  <b>Lesson 9:</b> Summarizing Literary Texts</p> <p><b>TRB Only:</b>  <b>Lesson 6:</b> Describing Plot, <i>Integrating Standards</i>; <b>Lesson 8:</b> Determining Theme or Central Idea, <i>Integrating Standards</i>; <b>Lesson 11:</b> Analyzing Text Structures, <i>Integrating Standards</i>; <b>Lesson 12:</b> Determining Point of View, <i>Integrating Standards</i>; <b>Lesson 13:</b> Determining Word Meanings: Figurative and Connotative, <i>Integrating Standards</i>; <b>Lesson 15:</b> Analyzing the Structure of a Poem, <i>Integrating Standards</i>; <b>Lesson 17:</b> Explaining Point of View, <i>Integrating Standards</i>; <b>Lesson 18:</b> Evaluating an Argument, <i>Integrating Standards</i>; <b>Lesson 19:</b> Comparing and Contrasting Texts, <i>Listening Activity</i>; <b>Lesson 20:</b> Comparing and Contrasting Genres, <i>Listening Activity</i></p>
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	<p><b>Lesson 20:</b> Comparing and Contrasting Genres</p> <p><i>For related content, see all lessons' Genre Focus Activities.</i></p>
6.2.R.3	Students will paraphrase a paragraph in their own words to demonstrate comprehension.	<p><b>TRB Only:</b>  <b>Lesson 4:</b> Analyzing Key Ideas in a Text, <i>Discussion Activity</i>; <b>Lesson 5:</b> Citing Evidence to Make Inferences, <i>Research Activity</i>;  <b>Lesson 17:</b> Explaining Point of View, <i>Discussion Activity</i>; <b>Lesson 19:</b> Comparing and Contrasting Texts, <i>Integrating Standards</i></p>

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<b>Writing:</b> Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.		
6.2.W.1	Students will routinely and recursively prewrite (e.g., develop ideas and plan).	<i>Standard addressed throughout all lessons' Writing Activities.</i>
6.2.W.2	Students will routinely and recursively organize and develop ideas to compose a first draft.	<i>Standard addressed throughout all lessons' Writing Activities .</i>
6.2.W.3	Students will routinely and recursively revise multiple drafts for intended purpose, audience, and organization (e.g., logical order and transitions).	<b>Lesson 18:</b> Evaluating an Argument, <i>Writing Activities</i>
6.2.W.4	Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.	<i>Standard addressed throughout all lessons' Writing Activities .</i>
6.2.W.5	Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).	<b>Lesson 15:</b> Analyzing the Structure of a Poem, <i>Research Activity</i>
<b>Standard 3:</b> Critical Reading and Critical Writing: Students will apply critical thinking skills to reading and writing.		
<b>Reading:</b> Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.		
6.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.	<b>Lesson 3:</b> Citing Evidence to Make Inferences; <b>Lesson 12:</b> Determining Point of View; <b>Lesson 19:</b> Comparing and Contrasting Texts
6.3.R.2	Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	<b>Lesson 12:</b> Determining Point of View; <b>Lesson 17:</b> Explaining Point of View

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6.3.R.3	<p>Students will analyze how key literary elements contribute to the meaning of a literary work:</p> <ul style="list-style-type: none"> <li>●setting</li> <li>●plot</li> <li>●characters (i.e., protagonist, antagonist)</li> <li>●characterization</li> <li>●conflict (i.e., internal and external)</li> <li>●point of view (i.e., third person limited and omniscient)</li> </ul>	<p><b>Lesson 5:</b> Citing Evidence to Make Inferences; <b>Lesson 6:</b> Describing Plot; <b>Lesson 7:</b> Analyzing Character Development; <b>Lesson 8:</b> Determining Theme or Central Idea; <b>Lesson 9:</b> Summarizing Literary Texts; <b>Lesson 13:</b> Determining Word Meanings: Figurative and Connotative; <b>Lesson 14:</b> Analyzing Word Choice; <b>Lesson 15:</b> Analyzing the Structure of a Poem; <b>Lesson 16:</b> Analyzing the Structure of Stories; <b>Lesson 17:</b> Explaining Point of View; <b>Lesson 20:</b> Comparing and Contrasting Genres</p>
6.3.R.4	<p>Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> <li>●figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</li> <li>●sound devices (i.e., onomatopoeia, alliteration)</li> </ul>	<p><b>Lesson 13:</b> Determining Word Meaning: Figurative and Connotative; <b>Lesson 14:</b> Analyzing Word Choice; <b>Lesson 15:</b> Analyzing the Structure of a Poem</p> <p><b>Language Handbook:</b>  <b>Lesson 10:</b> Consistency in Style and Tone;  <b>Lesson 15:</b> Figures of Speech</p>
6.3.R.5	<p>Students will identify literary elements and devices that impact a text’s theme and mood.</p>	<p><b>Lesson 13:</b> Determining Word Meaning: Figurative and Connotative; <b>Lesson 14:</b> Analyzing Word Choice; <b>Lesson 15:</b> Analyzing the Structure of a Poem</p> <p><b>Language Handbook:</b>  <b>Lesson 10:</b> Consistency in Style and Tone;  <b>Lesson 15:</b> Figures of Speech</p>
6.3.R.6	<p>Students will categorize facts included in an argument as for or against an issue.</p>	<p><b>Lesson 18:</b> Evaluating an Argument</p>

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6.3.R.7	<p>Students will analyze how informational text structures support the author’s purpose:</p> <ul style="list-style-type: none"> <li>●compare/contrast</li> <li>●cause/effect</li> <li>●problem/solution</li> <li>●description</li> <li>●sequential</li> </ul>	<p><b>Lesson 2:</b> Summarizing Informational Texts; <b>Lesson 4:</b> Analyzing Key Ideas in a Text; <b>Lesson 5:</b> Citing Evidence to Make Inferences; <b>Lesson 8:</b> Determining Theme or Central Idea; <b>Lesson 9:</b> Summarizing Literary Texts; <b>Lesson 11:</b> Analyzing Text Structures; <b>Lesson 12:</b> Determining Point of View; <b>Lesson 16:</b> Analyzing the Structure of Stories; <b>Lesson 17:</b> Explaining Point of View; <b>Lesson 18:</b> Evaluating an Argument; <b>Lesson 19:</b> Comparing and Contrasting Texts</p>
6.3.R.8	<p>Students will analyze one or more ideas from a text, providing textual evidence to support their analysis.</p>	<p><b>Lesson 4:</b> Analyzing Key Ideas in a Text; <b>Lesson 5:</b> Citing Evidence to Make Inferences; <b>Lesson 11:</b> Analyzing Text Structures; <b>Lesson 15:</b> Analyzing the Structure of a Poem; <b>Lesson 16:</b> Analyzing the Structure of Stories</p>
<p><b>Writing:</b> Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>		
6.3.W.1	<p>Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> <li>●include plots involving characters resolving conflicts</li> <li>●unfold in chronological sequence</li> <li>●include a narrator, precise language, sensory details, and dialogue to enhance the narrative</li> <li>●use sentence variety to create clarity</li> </ul>	<p><b>Lesson 3:</b> Citing Evidence to Make Inferences; <b>Lesson 4:</b> Analyzing Key Ideas in a Text; <b>Lesson 6:</b> Describing Plot; <b>Lesson 7:</b> Analyzing Character Development; <b>Lesson 8:</b> Determining Theme or Central Idea; <b>Lesson 13:</b> Determining Word Meanings: Figurative and Connotative; <b>Lesson 14:</b> Analyzing Word Choice; <b>Lesson 15:</b> Analyzing the Structure of a Poem; <b>Lesson 17:</b> Explaining Point of View; <b>Media Feature 2:</b> Comparing and Contrasting Reading to Viewing</p>

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6.3.W.2	<p>Students will compose informative essays or reports that:</p> <ul style="list-style-type: none"> <li>●objectively introduce and develop topics</li> <li>●incorporate evidence (e.g., specific facts, details, charts and graphs, data)</li> <li>●maintain an organized structure</li> <li>●use sentence variety and word choice to create clarity</li> </ul>	<p><b>Lesson 1:</b> Determining Central Idea and Details; <b>Lesson 4:</b> Analyzing Key Ideas in a Text; <b>Lesson 5:</b> Citing Evidence to Make Inferences; <b>Lesson 10:</b> Determining Word Meanings: Figurative, Connotative &amp; Technical; <b>Lesson 11:</b> Analyzing Text Structures; <b>Lesson 12:</b> Determining Point of View; <b>Lesson 19:</b> Comparing and Contrasting Texts; <b>Media Feature 1:</b> Integrating Information; <b>Lesson 20:</b> Comparing and Contrasting Genres</p>
6.3.W.3	<p>Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> <li>●introduce precise claims</li> <li>●organize claims and evidence in a logical sequence</li> <li>●provide relevant evidence to develop arguments, using credible sources</li> <li>●use sentence variety and word choice to create clarity</li> </ul>	<p><b>Lesson 1:</b> Determining Central Idea and Details; <b>Lesson 3:</b> Citing Evidence to Make Inferences; <b>Lesson 5:</b> Citing Evidence to Make Inferences; <b>Lesson 9:</b> Summarizing Literary Texts; <b>Lesson 16:</b> Analyzing the Structure of Stories; <b>Lesson 18:</b> Evaluating an Argument; <b>Lesson 19:</b> Comparing and Contrasting Texts; <b>Media Feature 2:</b> Comparing and Contrasting Reading to Viewing</p>
<p><b>Standard 4: Vocabulary:</b> Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>		
<p><b>Reading:</b> Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>		
6.4.R.1	<p>Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p><i>For aligned content, see Grade 5: Language Handbook:</i> <b>Lesson 20:</b> Synonyms and Antonyms</p>
6.4.R.2	<p>Students will use context clues, connotation, or denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p><b>Lesson 10:</b> Determining Word Meanings: Figurative, Connotative &amp; Technical; <b>Lesson 13:</b> Determining Word Meanings: Figurative and Connotative</p>

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6.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.	<p><b>Lesson 8:</b> Determining Theme or Central Idea</p> <p><b>TRB Only:</b></p> <p><b>Lesson 1:</b> Determining Central Idea and Details, <i>Tier Two Vocabulary: Unsuspecting</i></p> <p><b>Language Handbook:</b></p> <p><b>Lesson 12:</b> Greek and Latin Word Parts</p>
6.4.R.4	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	<p><b>Lesson 10:</b> Determine Word Meanings: Figurative, Connotative &amp; Technical</p> <p><b>TRB Only:</b></p> <p><b>Lesson 5:</b> Citing Evidence to Make Inferences, <i>Tier Two Vocabulary: Cringed</i> ; <b>Lesson 6:</b> Describing Plot, <i>Tier Two Vocabulary: Tremendous</i>; <b>Lesson 7:</b> Analyzing Character Development, <i>Tier Two Vocabulary: Disgruntled</i>; <b>Lesson 8:</b> Determining Theme or Central Idea, <i>Tier Two Vocabulary: Majestic</i> ; <b>Lesson 11:</b> Analyzing Text Structures, <i>Tier Two Vocabulary: Elaborate</i>; <b>Lesson 15:</b> Analyzing the Structure of a Poem, <i>Tier Two Vocabulary: Motto</i>; <b>Lesson 16:</b> Analyzing the Structure of Stories, <i>Tier Two Vocabulary: Wander</i>; <b>Lesson 17:</b> Explaining Point of View, <i>Tier Two Vocabulary: Bustling</i> ; <b>Lesson 19:</b> Comparing and Contrasting Texts, <i>Tier Two Vocabulary: Confounding</i> ; <b>Lesson 20:</b> Comparing and Contrasting Genres, <i>Tier Two Vocabulary: Gallanter</i></p> <p><b>Language Handbook:</b></p> <p><b>Lesson 13:</b> Using a Dictionary or Glossary; <b>Lesson 14:</b> Using a Thesaurus</p>
<b>Writing:</b> Students will apply knowledge of vocabulary to speak and write effectively.		
6.4.W.1	Students will use precise, grade-level vocabulary to clearly communicate ideas in writing.	<i>Standard addressed throughout all lessons' Writing Activities.</i>



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6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	<i>Standard addressed throughout all lessons' Writing Activities.</i>
<b>Standard 5: Language:</b> Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.		
<b>Reading:</b> Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.		
6.5.R.1	Students will recognize simple, compound, and complex sentences (i.e., independent & dependent clauses).	<b><i>For related content, see Grade 5: Language Handbook:</i></b> <b>Lesson 1:</b> Coordinating and Subordinating Conjunctions; <b>Lesson 9:</b> Commas After Introductory Elements; <b>Lesson 13:</b> Combining Sentences
6.5.R.2	Students will recognize: <ul style="list-style-type: none"> <li>●nouns and explain their effect in particular sentences</li> <li>●verb tense to signify various times, sequences, states, and conditions in text</li> <li>●subject and verb agreement</li> <li>●adjectives and explain their effect in particular sentences</li> <li>●prepositional phrases and explain their effect in particular sentences</li> <li>●reflexive pronouns and their antecedents and the role of singular they/them/their</li> <li>●subordinating conjunctions</li> <li>●adverbs and interjections and explain their effect in particular sentences.</li> </ul>	<b><i>For related content, see:</i></b> <b>Lesson 11:</b> Analyzing Text Structures, <i>ELL Support: Regular Plural Nouns</i>  <b><i>Language Handbook:</i></b> <b>Lesson 4:</b> Reflexive and Intensive Pronoun; <b>Lesson 5:</b> Shifts in Pronoun Number and Person; <b>Lesson 9:</b> Varying Sentence Patterns  <b><i>For additional related content, see Grade 5:</i></b> <b>Lesson 1:</b> Coordinating and Subordinating Conjunctions; <b>Lesson 2:</b> Prepositions and Prepositional Phrases; <b>Lesson 4:</b> Perfect Verb Tenses; <b>Lesson 5:</b> Using Verb Tenses; <b>Lesson 6:</b> Shifts in Verb Tense

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<b>Writing:</b> Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.		
6.5.W.1	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences, avoiding and correcting run-ons, to add clarity and variety in their writing.	<i>Standard addressed throughout all lessons' Writing Activities.</i>  <b>Language Handbook:</b> <b>Lesson 5:</b> Shifts in Pronoun Number and Person; <b>Lesson 6:</b> Correcting Vague Pronouns
6.5.W.2	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns (e.g., reflexive) to add clarity and variety to their writing.	<i>Standard addressed throughout all lessons' Writing Activities.</i>  <b>Language Handbook:</b> <b>Lesson 1:</b> Subject and Object Pronouns; <b>Lesson 2:</b> More About Subject and Object Pronouns; <b>Lesson 3:</b> Possessive Pronouns; <b>Lesson 4:</b> Reflexive and Intensive Pronouns; <b>Lesson 5:</b> Shifts in Pronoun Number and Person; <b>Lesson 6:</b> Correcting Vague Pronouns; <b>Lesson 7:</b> Recognizing and Correcting Errors
6.5.W.3	Students will recognize and correct: <ul style="list-style-type: none"> <li>● errors in subject and verb agreement</li> <li>● inappropriate shifts in verb tense</li> <li>● inappropriate shifts in pronoun number and person</li> </ul>	<b>Language Handbook:</b> <b>Lesson 5:</b> Shifts in Pronoun Number and Person; <b>Lesson 6:</b> Correcting Vague Pronouns; <b>Lesson 7:</b> Recognizing and Correcting Errors
6.5.W.4	Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i>	<i>For aligned content, see Grade 4:</i> <b>Language Handbook:</b> <b>Lesson 9:</b> Capitalizing Names of People; <b>Lesson 10:</b> Capitalizing Names of Places and Things
6.5.W.5	Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i>	<i>For aligned content, see Grade 4:</i> <b>Language Handbook:</b> <b>Lesson 14:</b> Punctuation for Effect

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6.5.W.6	Students will write using correct apostrophe mechanics. <i>Grade of Mastery: 5</i>	<b>TRB Only:</b> <b>Lesson 1:</b> Determining Central Idea and Details, <i>ELL Support: Possessives</i> ; <b>Lesson 7:</b> Analyzing Character Development, <i>ELL Support, Contractions</i> ; <b>Lesson 16:</b> Analyzing the Structure of Stories, <i>ELL Support: Possessives</i> ; <b>Lesson 18:</b> Evaluating an Argument, <i>ELL Support: Possessives</i> ; <b>Lesson 19:</b> Comparing and Contrasting Texts, <i>ELL Support: Contractions</i>
6.5.W.7	Students will use commas: <ul style="list-style-type: none"> <li>●to separate an introductory element from the rest of the sentence</li> <li>●to indicate direct address (e.g., Where are you, Sam?)</li> </ul>	<b>For related content, see:</b> <b>Lesson 2:</b> Summarizing Informational Texts, <i>Writing Activities</i> ; <b>Lesson 16:</b> Analyzing the Structure of Stories, <i>Writing Activities</i> ; <b>Lesson 19:</b> Comparing and Contrasting Texts, <i>Writing Activities</i>  <b>Language Handbook:</b> <b>Lesson 8:</b> Punctuating Parenthetical Elements
6.5.W.8	Students will use a colon to introduce a quotation from a source (e.g., According to National Geographic, meerkat homes are quite comfortable: "Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.").	<i>Standard not addressed at this level of Ready Reading.</i>
6.5.W.9	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.	<b>For aligned content, see Grade 5:</b> <b>Language Handbook:</b> <b>Lesson 11:</b> Punctuating Titles of Works
6.5.W.10	Students will use underlining or italics to indicate titles of works.	<b>For aligned content, see Grade 5:</b> <b>Language Handbook:</b> <b>Lesson 11:</b> Punctuating Titles of Works
6.5.W.11	Students will use a semicolon to punctuate compound and compound-complex sentences.	<i>Standard not addressed at this level of Ready Reading.</i>

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<b>Standard 6: Research:</b> Students will engage in inquiry to acquire, refine, and communicate accurate information.		
<b>Reading:</b> Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.		
6.6.R.1	Students will use their own viable research questions to gather information about a specific topic.	<i>Standard addressed throughout all lessons' <b>Research Activities.</b></i>
6.6.R.2	Students will record and organize information from various primary and secondary sources.	<i>Standard addressed throughout all lessons' <b>Research Activities.</b></i>
6.6.R.3	Students will determine the relevance and reliability of the information gathered.	<i>Standard addressed throughout all lessons' <b>Research Activities.</b></i>
<b>Writing:</b> Students will synthesize information ethically through speaking and writing.		
6.6.W.1	Students will formulate and refine a viable research question.	<i>Standard not addressed at this level of Ready Reading.</i>
6.6.W.2	Students will develop a clear, concise thesis statement.	<i>Standard not addressed at this level of Ready Reading.</i>
6.6.W.3	Students will quote findings following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism.	<i>Standard addressed throughout all lessons in Ready Reading.</i>
6.6.W.4	Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).	<i>Standard addressed throughout all lessons' <b>Research Activities.</b></i>

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<b>Standard 7: Multimodal Literacies:</b> Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.		
<b>Reading:</b> Students will comprehend and evaluate multimodal content.		
6.7.R	Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.	<b>Media Feature 2:</b> Comparing and Contrasting Reading to Viewing <b>Lesson 5:</b> Citing Evidence to Make Inferences, <i>Media Activity</i> ; <b>Lesson 7:</b> Analyzing Character Development, <i>Media Feature</i> ; <b>Lesson 8:</b> Determining Theme or Central Idea, <i>Media Activity</i> ; <b>Lesson 13:</b> Determining Word Meanings, <i>Media Activity</i> ; <b>Lesson 14:</b> Analyzing Word Choice, <i>Media Activity</i> ; <b>Lesson 15:</b> Analyzing the Structure of a Poem, <i>Media Activity</i>
<b>Writing:</b> Students will create multimodal content to communicate effectively.		
6.7.W	Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.	<i>Standard addressed throughout all lessons in Ready Reading.</i>
<b>Standard 8: Independent Reading &amp; Writing:</b> Students will read and write independently for a variety of purposes and periods of time.		
<b>Reading:</b> Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.		
6.8.R	Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.	<i>Standard not addressed at this level of Ready Reading.</i>
<b>Writing:</b> Students will write independently, intentionally selecting modes, purposes, and audiences.		
6.8.W	Students will write independently for various lengths of time, choosing modes and genres to suit their audience and purpose.	<i>Standard addressed throughout all lessons' Writing Activities .</i>