

Houghton Mifflin Reading 2005, Grade 6
correlated to
Alaska Reading Performance Standards (Grade Level Expectations)

Alaska Reading Performance Standards (Grade Level Expectations)	<i>Houghton Mifflin Reading 2005</i>
The student uses strategies to decode or comprehend meaning of words in text.	
R2.1 a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words. E.B.1	
The student uses strategies to decode or comprehend meaning of words in text by	
[6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)	TE(1): 27, 29, 38, 47C, 47D, 47G, 51, 53, 56, 71C, 71D, 73, 75, 78, 93C, 93D, 93F, 95, 97, 104, 115D, M34, M35, R16–R17, R20–R21 TE(2): 143, 145, 146, 163C, 163D, 163F, 169, 171, 179, 187C, 187D, 189, 191, 192, 193, 213C–213D, 217, 237D, M34, M35, R14, R18 TE(3): 245, 247, 275, 277, 283, 299, 301, 303, 308, 319C, 319E, 321, 323, 325, 326, 330, 351C, 351E, M37, M41, R20 TE(4): 361, 363, 368, 383C, 389, 391, 393, 407C, 409, 411, 412, 427G, 431, 447C, 447N, M34, M37, R14, R19 TE(5): 455, 457, 460, 473C, 477, 479, 480, 495C, 495D, 497, 499, 507, 509, 517C, 517E, 517F, 534, 541C, M32, M33, M37, R18 TE(6): 549, 551, 559, 569C, 569E, 569F, 569N, 573, 575, 583, 587, 593C, 593D, 593E, 593F, 593G, 595, 597, 601, 617, 619, 62, 639C, M34, M35, R17, R18, R19, R22, R23, R27
[6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)	TE(1): 29, 38, 47C, 47D, 53, 56, 71C, 71D, 75, 81, 93C, 93D, 97, 104, 115C, 115D, 135C, 135D, M34, M35, R22, R23 TE(2): 145, 146, 163C, 163D, 171, 179, 187C–187G, 187N, 191, 193., 213C, 213D, 237C, 237D, M34–M35, M38, R14, R16, R18 TE(3): 247, 252, 271C, 271D, 277, 283, 297C, 297D, 301, 311, 319C, 319D, 323, 330, 351C, 351D, M36–M38, R18, R20, R22 TE(4): 363, 368, 383C, 383D, 391, 393, 407C, 407D, 412, 427C, 427D, 541C, 541D, M32, M33, M37, R14, R16, R18 TE(5): 457, 460, 473C, 473D, 479, 480, 495D, 499, 509, 517C, 517D, 541C, 541D, M32, M33, M37, R14, R16, R18 TE(6): 551, 569C, 569D, 583, 593C–593F, 601, 615C, 615D, 622, 639C–639F, M34–M36, M38, M39, R16, R18, R20, R22, R27

Houghton Mifflin Reading 2005, Grade 6
correlated to
Alaska Reading Performance Standards (Grade Level Expectations)

Alaska Reading Performance Standards (Grade Level Expectations)	<i>Houghton Mifflin Reading 2005</i>
[6] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or <u>subheadings</u>)	PE: 46–47, 90–93, 348–351, 404–407, 426–427, 470–473, 492–495, 590–593 TE(1): 46–47, 90, 92 TE(2): 144–145, 188, 210–211, 213A TE(3): 268–269, 320, 350 TE(4): 364, 374, 404–407, 407N, 426–427 TE(5): 470–471, 492–494, 496, 503 TE(6): 548, 591, 593A, 594
[6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., happy, ecstatic) L] and analogies	PE: 110, 210–213 TE(1): 110 TE(2): 187D–187G, 210, R17 TE(3): 271D, 271G, 351F, M38, R17 TE(4): 373, 407G, 427F, 443, 447M TE(5): 473G, 517M, 541G TE(6): 615F, R21, R23
[6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace. (L)	PE: 268–271, 380–383, 612–615 TE(3): 268, 351H TE(4): 380 TE(6): 612
The student comprehends literal or inferred meaning from text	
R2.2 Infer meaning from text. E.B.1	
The student comprehends literal or inferred meaning from text by	
[6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions	PE: 268–271, 492–495 TE(3): 268–271 TE(5): 492–495
[6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction) (L)	PE: 612 TE(1): BTS10–BTS13, 96, 100, 106 TE(2): 144, 148, 154, 190, 194, 200 TE(3): 300, 304, 305, 312, 322, 330, 342 TE(4): 410, 412, 420 TE(5): 460, 498, 502, 504, 510 TE(6): 550, 552, 553, 561, 562, 596, 600, 606, 612
[6] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if ____, deduces missing outcome or information, such as where a story takes place if not directly stated)	TE(2): 170, 179, 187A–187B, M32, R10 TE(3): 276, 289, 297A–297B, 333, M34, R10, R11 TE(5): 481
[6] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)	TE(2): 155 TE(5): 507 TE(6): 618, 627, 639A–639B, M33, R8–R9, R14–R15

Houghton Mifflin Reading 2005, Grade 6
correlated to
Alaska Reading Performance Standards (Grade Level Expectations)

Alaska Reading Performance Standards (Grade Level Expectations)	<i>Houghton Mifflin Reading 2005</i>
The student reads text aloud.	
R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1	
The student reads text aloud by	
[6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)	TE(1): 33, 37, 39, 55, 59, 99, 101, 103, 105 TE(2): 147, 151, 186, 193, 197, 199, 225, 233 TE(3): 249, 255, 257, 261, 283, 285, 287, 289, 337, 343 TE(4): 365, 371, 395, 397, 413, 421, 435, 437, 439 TE(5): 461, 465, 481, 501, 503, 507, 523, 525, 529, M20, M21 TE(6): 553, 555, 557, 585, 599, 601, 607, 625, 629
The student restates/summarized information	
R2.4 a. Retell stories in correct sequence. b. Restate and summarize information or ideas from a text. E.B.2	
The student restates/summarizes information by	
[6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text	TE(1): 107, 109 TE(2): 147, 203, 206, 207 TE(3): 259, 264, 271A–271B, 285, 343, 344, M19, M34, R8, R9 TE(6): 542J, 563, 579, 639
The student demonstrates an understanding of main idea.	
R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2	
The student demonstrates an understanding of main idea by	
[6] 2.5.1 Identifying the main idea or central concept in various types of texts	PE: 268, 316, 348, 470, 492 TE(2): 195, 211 TE(3): 268, 269, 316, 317, 348 TE(4): 369, 415, 427A–427B, M33, R12, R13 TE(5): 470, 471, 492 TE(6): 601
[6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details	PE: 208, 210, 268–271 TE(1): 61, 68, 135D TE(2): 173, 208, 210, 211 TE(3): 268–271, 351H
[6] 2.5.3 Locating references from the text that support understanding of a main idea (e.g., what event in history is similar to this one) (L)	TE(1): 65, 71

Houghton Mifflin Reading 2005, Grade 6
correlated to
Alaska Reading Performance Standards (Grade Level Expectations)

Alaska Reading Performance Standards (Grade Level Expectations)	<i>Houghton Mifflin Reading 2005</i>
The student follows written directions.	
R2.6 Read and follow multi-step directions to complete a simple task E.C.2	
The student follows written directions by	
[6] 2.6.1 Completing a task by following written, multi-step directions (e.g., basic science experiment) (L)	PE: 590–593 TE(6): 590–593
[6] 2.6.2 Identifying the sequence of steps in multi-step directions	TE(5): 487
The student analyzes content and structure of genres	
R2.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2	
The student analyzes content and structure of genres by	
[6] 2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry (L)	TE(1): 31, 83, 118, 119, 123, 129, 135A TE(2): 173, 184, 186, 217, 237A TE(3): 296, 309, 319A, 325, 339, M35, R12 TE(6): 623, M7, R9
[6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry	TE(1): 31, 70, 92 TE(3): 270, 296, 348 TE(4): 382, 439 TE(5): 501, 516
[6] 2.7.3 Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification)	PE: 110 TE(1): 64, 76, 83, 107, 111, 117J, 118, 132, 135A TE(2): 167D, 174, 187 TE(3): 287, 324, 331 TE(4): 442, 443 TE(6): 598, M7, R21
The student analyzes literary elements and devices	
R2.8 a. Define and identify plots, settings, and characters in fiction b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors	
The student analyzes literary elements and devices by	
[6] 2.8.1 Identifying or describing in fiction	
• plot (e.g., main conflict or problem, sequence of events, resolution)	TE(1): 77, 83, 114, M33 TE(3): 309, 319A, 339, M35, R12, R14
• settings (e.g., how it affects the characters or plot)	TE(1): 65, 83 TE(3): 309, 319A, M35, R12
• characters (e.g., physical characteristics, personality traits, motivation, growth and change)	TE(1): 83 TE(3): 309, 319A, M35, R12
• point of view (who is telling the story)	TE(1): 76 TE(3): 325, 331
[6] 2.8.2 Comparing and contrasting plots, settings,	PE: 66, 88, 110, 292, 314, 346, 352O, 490, 518K

Houghton Mifflin Reading 2005, Grade 6
correlated to
Alaska Reading Performance Standards (Grade Level Expectations)

Alaska Reading Performance Standards (Grade Level Expectations)	<i>Houghton Mifflin Reading 2005</i>
and characters in a variety of works by a variety of authors	TE(1): 66, 83, 88, 93DD, 110 TE(3): 273T, 292, 297DD, 314, 319A, 346, M11, M13, M15, M19, M21, M23, M25 TE(5): 490, 495DD, M11, M13, M15, M19, M21
The student analyzes content of text to differentiate fact and opinion	
R2.9 a. Differentiate between fact from opinion. b. Express opinions about a text and support these opinions with textual evidence. E.D.2	
The student analyzes content of text to differentiate fact and opinion by	
[6] 2.9.1 Distinguishing fact from opinion in a text	PE: 316 TE(1): 61 TE(2): 141A–141B, 144, 153, 163A, M32, R8–R9 TE(3): 316
[6] 2.9.2 Identifying bias/propaganda by citing textual evidence	TE(1): 35 TE(3): 271M TE(4): 358A, 359A–359B, 375, 383A, M32, R8–R9 TE(5): 452B, 453A–453B, 459, 473A, M30, R8–R9 TE(6): 555, 639H
[6] 2.9.3 Expressing own opinion about material read and supporting opinions with evidence from text	TE(2): 149, 151, 157 TE(3): 305 TE(4): 407 TE(5): 462, 465
The student connects themes	
R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts. E.B.3	
The student connects themes by	
[6] 2.10.1 Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)	PE: 316 TE(3): 316–319 TE(4): 375, 383A, M32, R8–R9 TE(5): 527 TE(6): 555
[6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts	PE: 44, 66, 88, 110, 158, 182, 208, 266, 292, 346 TE(1): 31, 44, 63, 66, 88, 110 TE(2): 149, 158, 182, 208 TE(3): 266, 285, 289, 292, 305, 333, 346

Houghton Mifflin Reading 2005, Grade 6
correlated to
Alaska Reading Performance Standards (Grade Level Expectations)

Alaska Reading Performance Standards (Grade Level Expectations)	<i>Houghton Mifflin Reading 2005</i>
The student makes connections between cultural influences/events	
R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1	
The student makes connections between cultural influences/events by	
[6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)	PE: 352O TE(3): M7, M8, M11, M13, M15, M16, M19, M21, M23, M25