

Simple Solutions

Reading Comprehension 6

Standards Addressed in Reading Comprehension 6

The MS (925–1070) edition of *Simple Solutions Reading Comprehension* includes material associated with standards for English language arts (reading literature, reading informational, writing, and language). The code for each lesson or quiz item indicates the standard that is addressed or supported by that item.

Standards Addressed in Reading Comprehension 6			
RL.6.1	R.I.6.1	L.6.4	RL.6.10
RL.6.2	R.I.6.2	L.6.4A	RI.6.10
RL.6.3	R.I.6.3	L.6.4B	
RL.6.4	R.I.6.4	L.6.4C	
RL.6.5	R.I.6.5		
RL.6.6	R.I.6.6	L.6.5	
	R.I.6.7	L.6.5A	
	R.I.6.8	L.6.5B	
RL.6.9	R.I.6.9	L.6.5C	
		L.6.6	

Standard descriptions can be found on the pages 5 and 6.

Reading Comprehension 6

Standard Descriptions

Standard	Description
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
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.
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.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
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.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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.
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.

Reading Comprehension 6 Standard Descriptions

Standard	Description
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).
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.
L.6.4.A	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.
L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4.C	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.
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.A	Interpret figures of speech (e.g., personification) in context.
L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

The *Simple Solutions Reading Comprehension 4* passages fall into the Lexile range of 925-1070.

The Lexile Framework for Reading evaluates reading ability and text complexity on the same developmental scale. Unlike other measurement systems, the Lexile Framework determines reading ability based on actual assessments, rather than generalized age or grade levels. Lexile measures connect learners of all ages with resources at the right level of challenge and monitors their progress toward state and national proficiency standards. More information about the Lexile Framework can be found at www.Lexile.com.

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3	A Tedious Business		literary	6
4	A Pleasant Morning Together		literary	8
5	Rat's Errand of Mercy		literary	10
6	Toad Takes the High Road		literary	12
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8	Too Much Screen Time?		informational	18
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PPT	Power Posing	960L	informational	NA

*Adapted from works in public domain

†The Lexile® Framework is based on prose analysis. Non-prose items are not written in complete sentences and lack standard punctuation. Hence, the text difficulty cannot currently be assigned a Lexile measure. Non-prose items include poetry.