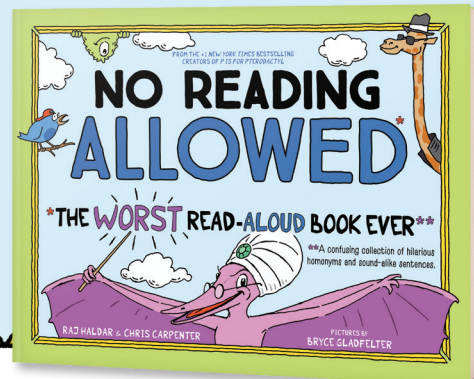


An Educator's Guide for **NO READING ALLOWED**

THE **WORST** READ-ALOUD BOOK EVER

By Raj Haldar and Chris Carpenter

Illustrated by Bryce Gladfelter



A COMMON CORE STATE STANDARDS ALIGNED ACTIVITY GUIDE FOR GRADES KINDERGARTEN, 1 AND 2

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades 3, 4, 5 & 6, but standards for other grades may also apply.

Prepared by We Love Children's Books

ABOUT THE BOOK

From the #1 *New York Times* bestselling authors of *P Is for Pterodactyl* comes another hilarious, fresh look at the English language!

The hero had super vision.
The hero had supervision.

Man, a tea sounds great.
Manatee sounds great!

Sir Francis Bacon
Sir, France is bakin'!

What is going on here?!

You can't believe everything you hear! A single word can have many different meanings. And sometimes two words that sound alike can be spelled completely differently. Ptolemy the pterodactyl is back to show us all how absurd and fun language can be when homophones, homonyms, and tricky punctuation are at play!

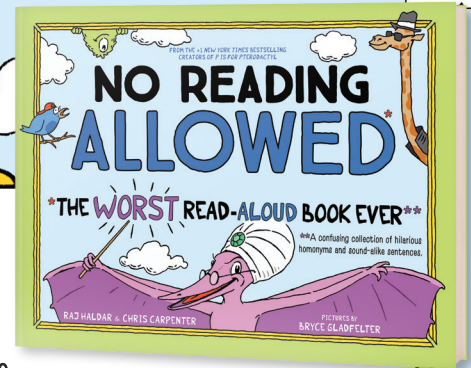
ABOUT THE AUTHOR AND ILLUSTRATOR

Raj Haldar is the author of the #1 *New York Times* bestselling picture book, *P Is for Pterodactyl: The Worst Alphabet Book Ever*. But, for close to a decade, the Philadelphia-based rapper, producer, and multi-instrumentalist has been better known for his critically-praised music under the moniker Lushlife.

Chris Carpenter is the co-author of *P Is for Pterodactyl*, as well as a software developer, and avid chess player. He lives in New Jersey with his wife and two daughters, where reading, like most activities, is done aloud.

Bryce Gladfelter is an adventurer at heart. He traversed the Rockies on a llama and crossed paths with grizzlies in Alaska. He honed his skills in the arts during hours spent drawing on trains and buses, people watching in markets, and wandering the natural world. He currently resides in Philadelphia, PA.

An Educator's Guide for
NO READING ALLOWED
THE **WORST** READ-ALOUD BOOK EVER



PRE-READING QUESTIONS AND ACTIVITIES

WHAT IS A HOMOPHONE?

This book has fun with homophones—words that sound alike but have different meanings and may also have different spellings. Discuss this concept with students so they are ready for this unique book. Can they think of any word pairs that are homophones?

WHAT DO YOU HEAR HERE?

Before the class reads the book, review the first spread: “The hair came forth/The hare came fourth.” Discuss the different meanings of these two homophone phrases, and how the pictures bring the different interpretations to life. Once they understand the principle, read aloud the second homophone phrase—“We were all astonished by the fowl feat/foul feet”—without sharing the illustrations. Have students draw a picture of what they understand the phrase to mean and write it below their illustration. Have volunteers share their work with the class and explain what they drew. Did classmates have different ideas of what this phrase meant?

RL 3.1, 3.4, 3.7, 4.1, 4.4, 3.7, 5.1, 5.4, 5.7, 6.1, 6.4

SL 3.1, 3.5, 4.1, 4.5, 5.1, 5.5, 6.1, 6.5

L 3.5, 4.5, 5.5, 6.5

VOCABULARY

Before you read the book, review the glossary together as a class. Read each word and see if students can define it. Then have a volunteer read the definition from the glossary. As you read the book, have students be on the lookout for these words. Were the words used the way they expected? Would students have “gotten the joke” between the two homophone phrases if they had not read the glossary first?

L 3.4, 4.5, 4.4, 5.5, 6.4, 6.5

POST-READING QUESTIONS AND ACTIVITIES

PARE IT DOWN TO PAIRS

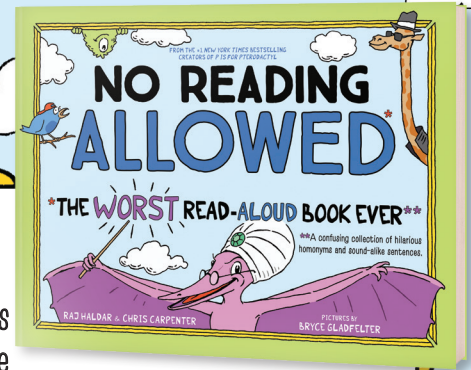
As a class, make a list of all the homophone pairs from the book. Once you have finished, have each student use library or internet resources to come up with five more examples of homophone pairs. Come together and create a class list combining all the pairs from the book and the ones the students discovered. Using the list as a reference, have each student make up a pair of homophone phrases, like in the book, and illustrate them. Use these pages to “publish” a classroom edition of *No Reading Allowed*.

RL 3.1, 3.4, 4.1, 4.4, 5.1, 5.4, 6.1, 6.4

SL 3.5, 4.5, 5.5, 6.5

L 3.5, 4.5, 5.5, 6.5

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



DETAILS, DETAILS

Every page of this book seems to be full of details that readers might miss if they don't slow down to examine the illustrations. For example, in the picture "We saw the Queensboro, thanks to our Aunt Hill" there are many clues to show the reader that they are in New York, and they are looking at the Queensboro Bridge with their aunt. What other clues and cues are in the pictures to make the meaning of the homophone phrases clear? How do you know a given picture is set in France? Why is this particular tern described as "sharp?" Many of the illustrations feature borders with iconic images at the corners. What do these icons tell the reader about the illustration? Break students into small groups and assign each one a phrase pair for close study. Have them make a presentation to the class explaining the details of their illustrations and how these details help get the meaning of the phrases across to the reader.

RL 3.1, 3.4, 3.7, 4.1, 4.4, 3.7, 5.1, 5.4, 5.7, 6.1, 6.4

SL 3.1, 3.4, 3.5, 4.1, 4.4, 4.5, 5.1, 5.4, 5.5, 6.1, 6.4, 6.5

L 3.5, 4.5, 5.5, 6.5

PUNCTUATION SAVES LIVES

Many of these homophone captions depend on punctuation to help change their meaning. Have students identify which ones use different punctuation, what the punctuation change is, and how that changes the meaning. Can students come up with any other phrases that change their meaning by being re-punctuated?

RL 3.1, 4.1, 5.1, 6.1

L 3.2, 4.2, 5.2, 6.2

WORD INTERPRETATION

The homophone phrases in this book are all very funny. Some are crazy (who has tapirs attached to their trousers?) and some stretch the meaning and use of words ("luted" does not usually mean that someone is playing a lute!) Have students pick their favorite phrase and write a short opinion piece about it. Have them introduce the homophone phrases, explain the different meanings and identify the homophones used to change the meaning. What do they like best about this pair? Do they like the words, the pictures, or both?

RL 3.1, 3.4, 3.7, 4.1, 4.4, 3.7, 5.1, 5.4, 5.7, 6.1, 6.4

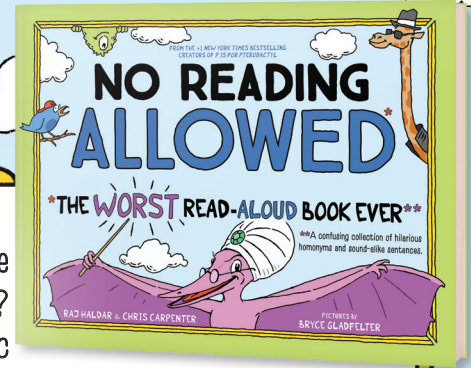
W 3.1 4.1, 5.1, 6.1

L 3.5, 4.5, 5.5, 6.5

WORD STRETCHING

Have students ever heard the phrase "poetic license" or "artistic license?" Discuss its meaning, and how it is used. As a class, read the last section of the glossary, where the giraffe is saying "We're the worst!" and discuss how the authors describe their use of "poetic license." Now review the text, looking for places where the authors and illustrator don't follow the strict rules of grammar, spelling,

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



or pronunciation. What sort of effect does this create for the reader? Are some parts of the book funnier because they “break the rules” in this way? When do students think it is acceptable to take advantage of “poetic license” and when is it not?

RL 3.1, 3.4, 3.7, 4.1, 4.4, 3.7, 5.1, 5.4, 5.7, 6.1, 6.4

SL 3.1, 4.1, 5.1, 6.1

L 3.5, 4.5, 5.5, 6.5

HOMOPHONE HA-HAS

Many jokes and riddles rely on homophones (words that have similar sounds and different meanings).

For example:

Q: What is the strongest animal in the ocean?

A: The mussel (Like a muscle, get it?)

Break students into pairs and have them dive into different joke books (such as: *Dad Jokes*, *My First Knock-Knock Jokes*, or *The Ultimate Joke Challenge*) to come up with riddles and jokes that use homophones. Ask volunteers to share their favorites and have the class identify the homophone, provide the two spellings and both definitions. Compile these jokes into a “Classroom Collection of Homophone Ha-has.”

L 3.5, 4.5, 5.5, 6.5

STORY BEHIND THE PICTURE

Some of the homophone phrases in this book seem like a setup to a dramatic story. The sheep and wolf conflict from the “Hear their herd/Here, they’re heard” is a story begging to be told. And what happens when France is bakin’? Have students select one of the phrases and illustrations (or the pair of them!) from the book as the basis for a story. Have students write a story that tells what happens next to the characters in the homophone phrase they have selected, or how the characters got there! Revise as necessary before sharing with the class.

RL 3.4, 4.4, 5.4, 6.4

W 3.3, 3.5, 4.3, 4.5, 5.3, 5.5, 6.3, 6.5

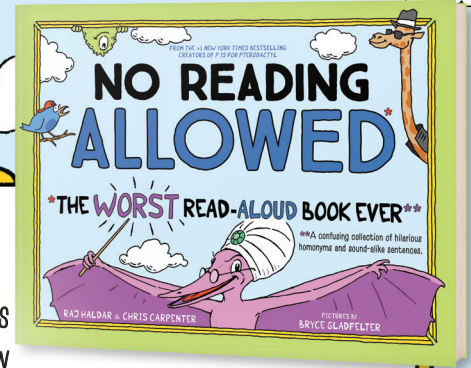
EYE SPY

Even though there is no single story that runs through this book, there are recurring characters, as in *P Is for Pterodactyl*. Break students into pairs and have them review the text to find the characters who appear in more than one illustration. Have them record each page they appear on. Which character appears the most often? Do students have a favorite character?

RL 3.1, 3.7, 4.1, 4.7, 5.1, 5.7, 6.1

SL 3.1, 4.1, 5.1, 6.1

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



“OPTICAL ILLUSIONS” FOR THE EAR

Have students ever seen an optical illusion where a single picture looks like two different things? Using the internet or library resources, show examples to students. There are many famous ones: a drawing of a vase that also looks like two faces in profile, for example, or the picture that can look like an old woman looking towards you or a young woman looking away. The homophone phrases in this book are similar. With each of these homophone phrases, there are two different ways to interpret what you hear. These are sort of like “optical illusions for the ear.” Discuss with students how it is possible to show two different images—or say two different things—at one time.

RL 3.1, 3.4, 4.1, 4.4, 5.1, 5.4, 6.1, 6.4

SL 3.1, 3.5, 4.1, 4.5, 5.1, 5.5, 6.1, 6.5

L 3.5, 4.5, 5.5, 6.5

COMPARE & CONTRAST

Before they wrote *No Reading Allowed*, the authors created *P Is for Pterodactyl*, an alphabet book of words that begin with silent letters. Read *P Is for Pterodactyl* as a class. How are these books similar? How are they different? Do students see how writing *P Is for Pterodactyl* could lead to writing *No Reading Allowed*? What sort of book could students imagine these authors writing next?

Extra credit: Write a letter to the authors suggesting a theme or topic for their next book!

RL 3.1, 3.7, 4.1, 4.7, 5.1, 5.7, 6.1

SL 3.1, 4.1, 5.1, 6.1

W 3.10, 4.10, 5.10, 6.10

Visit the Common Core State Standards website to read about the individual standards listed in this guide: <http://www.corestandards.org/ELA-Literacy/>

FOR REFERENCE

Common Core State Standards Used In This Guide

GRADE 3

Reading Standards for Literature Grade 3 (RL)

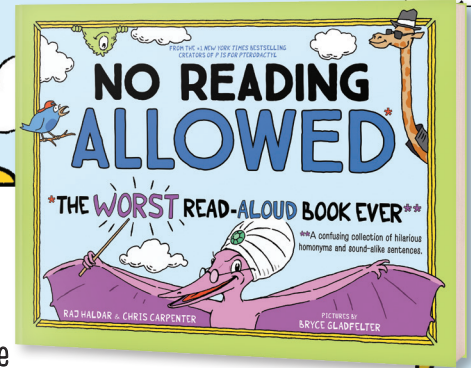
COMPARE & CONTRAST

3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CRAFT AND STRUCTURE

3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



INTEGRATION OF KNOWLEDGE AND IDEAS

3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Writing Standards GRADE 3 (W)

TEXT TYPES AND PURPOSES

- 3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.
- 3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

PRODUCTION AND DISTRIBUTION OF WRITING

3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

RANGE OF WRITING

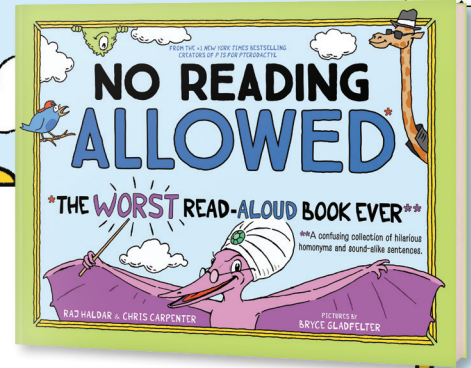
3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards GRADE 3 (SL)

COMPREHENSION AND COLLABORATION

- 3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas, and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



others with care, speaking one at a time about the topics and texts under discussion).

- c. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

PRESENTATION OF KNOWLEDGE AND IDEAS

- 3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language Standards GRADE 3 (L)

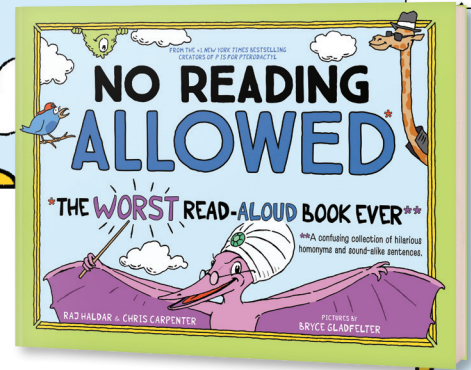
CONVENTIONS OF STANDARD ENGLISH

- 3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

VOCABULARY ACQUISITION AND USE

- 3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, joy/joyful).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



- b. Identify real-life connections between words and their use (e.g., describe people who are described as friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

GRADE 4

Reading Standards for Literature Grade 4 (RL)

KEY IDEAS AND DETAILS

- 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CRAFT AND STRUCTURE

- 4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

INTEGRATION OF KNOWLEDGE AND IDEAS

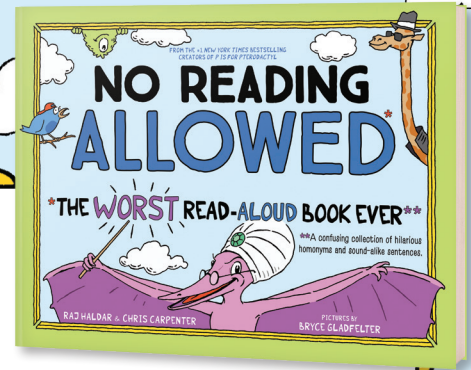
- 4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Writing Standards Grade 4 (W)

TEXT TYPES AND PURPOSES

- 4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.
- 4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



PRODUCTION AND DISTRIBUTION OF WRITING

4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

RANGE OF WRITING

4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Grade 4 (SL)

COMPREHENSION AND COLLABORATION

- 4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

PRESENTATION OF KNOWLEDGE AND IDEAS

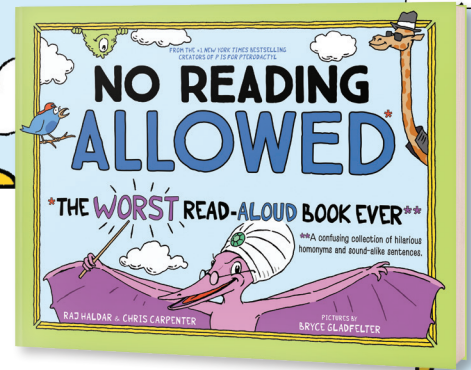
- 4.4. Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Standards Grade 4 (L)

CONVENTIONS OF STANDARD ENGLISH

- 4.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



VOCABULARY ACQUISITION AND USE

- 4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - Recognize and explain the meaning of common idioms, adages and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

GRADE 5

Reading Standards for Literature Grade 5 (RL)

KEY IDEAS AND DETAILS

- 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CRAFT AND STRUCTURE

- 5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

INTEGRATION OF KNOWLEDGE AND IDEAS

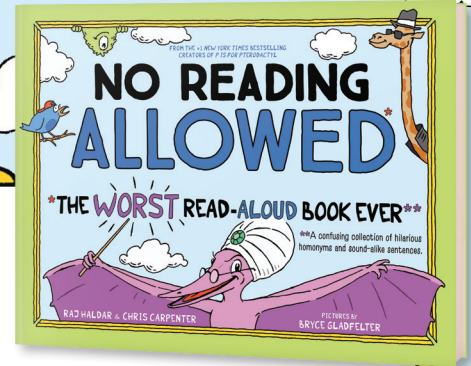
- 5.7. Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Writing Standards Grade 5 (W)

TEXT TYPES AND PURPOSES

- 5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
 - Provide a concluding statement or section related to the opinion presented
- 5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events

PRODUCTION AND DISTRIBUTION OF WRITING

- 5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

RANGE OF WRITING

- 5.10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening Standards Grade 5 (SL)

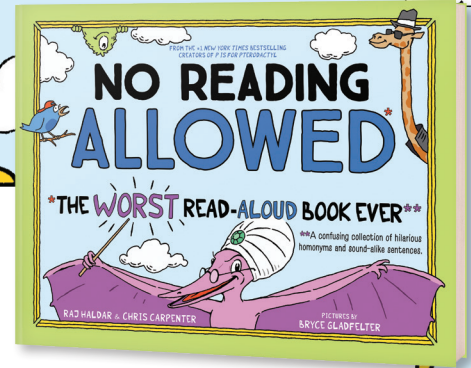
COMPREHENSION AND COLLABORATION

- 5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

PRESENTATION OF KNOWLEDGE AND IDEAS

- 5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

An Educator's Guide for
NO READING ALLOWED
THE **WORST** READ-ALOUD BOOK EVER



Language Standards Grade 5 (L)

CONVENTIONS OF STANDARD ENGLISH

- 5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - Use underlining, quotation marks or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed.

VOCABULARY ACQUISITION AND USE

- 5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homophones) to better understand each of the words.

GRADE 6

Reading Standards for Literature Grade 6 (RL)

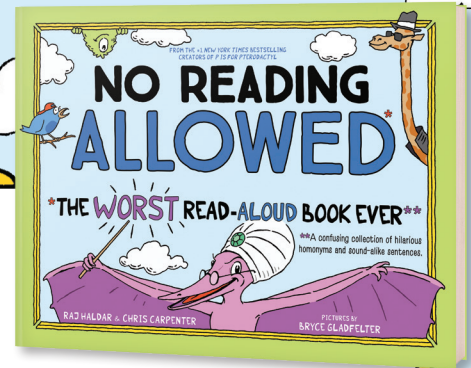
KEY IDEAS AND DETAILS

- 6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CRAFT AND STRUCTURE

- 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.

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



Writing Standards Grade 6 (W) **TEXT TYPES AND PURPOSES**

- 6.1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources, and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.
- 6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.
- 6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

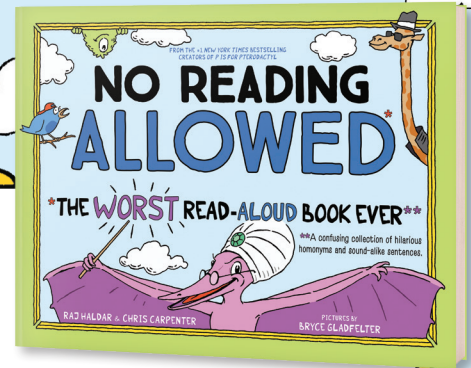
RANGE OF WRITING

- 6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards Grade 6 (SL) **COMPREHENSION AND COLLABORATION**

- 6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

An Educator's Guide for **NO READING ALLOWED** THE **WORST** READ-ALOUD BOOK EVER



- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

PRESENTATION OF KNOWLEDGE AND IDEAS

- 6.4. Present claims and findings, sequencing ideas logically, and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.
- 6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Language Standards Grade 6 (L)

CONVENTIONS OF STANDARD ENGLISH

- 6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - b. Spell correctly.

VOCABULARY ACQUISITION AND USE

- 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.
 - 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.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - 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.
 - d. 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).
- 6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).