Ganado Unified School District
Literacy-6th Grade

PACING Guide First Quarter

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter Steck-Vaughn: Inference studysync	Reading Literature **Key Ideas and Details** **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** **6.RL.1** 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the setting affect the meaning of the text?	I will be able to: • Identify elements of setting, cause, and effect, making inferences, and sequencing to comprehend text • Paraphrase or quote directly from literature to support their analysis or inference in written or oral response • Read a piece of historical fiction and support the events using primary source documents • Identify specific instances in the text to support analysis of text	• Plot • Exposition • Setting • Problem • Solution • Rising action • Climax • Falling action
1st Quarter Spotlight on Literary Elements: Character Studysync	**Key Ideas and Details** **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** **6.RL.3** 3. Describe how a particular story 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.	What do you think motivates the main character? Determine the relevance of the conflict and describe how it was resolved.	I will be able: • Recognize the influence of the character's response to a particular story or drama's plot as well as the components of the plot. • Examine events in a story or play and describe how	• Character traits • Major characters • Minor characters • Plot

Wink!			the characters react, change, and grow • Identify major and minor characters, main events, conflict, climax, and resolution. • Develop a plot map • Describe main characters' experiences, emotions, and relationships and how they grow and change over time	
1st Quarter Figuratively Speaking! Spotlight on Literary Elements: Figurative Language studysync	**Craft and Structure** **Interpret words and phrases as they are used in a text, including determining, technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** **6.RL.4** 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.	How does figurative language affect the meaning of the text? Why is figurative language helpful to word choice on meaning and tone?	I will be able to: • Recognize the importance of figurative language and word choice • Draw conclusions about the style, mood and meaning of literary text based on word choice • Interpret the meaning of unknown words and phrases within a given text using context clues • Recognize the underlying meaning of text and interpret the tone of text as indicated by word choice • Analyze the impact of word choice • Determine the meaning of figurative language including similes, metaphors, personification and idioms	• Figurative language • Word choice • Style • Mood • Similes • Metaphors • Personification • Idioms • Inferences • Interpret • Context clues • Tone

1st Quarter Figuratively Speaking! studysync	**Craft and Structure** **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** **6.RL.5** 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.	How does setting influence the problem, conflict, and/or resolution of the text? What strategies do your characters use to solve problems?	I will be able to: • Use inductive and deductive reasoning to determine why a sentence, chapter, scene, or stanza fits within the text and contributes to the development of the theme, setting, or plot. • Describe the plot and its components and analyze the influence of the setting • Analyze plot development to determine how conflicts are resolved	• Inductive reasoning • Deductive reasoning • Chapter • Scene • Stanza • Theme • Setting • Plot • Conflicts • Resolution
1st Quarter Spotlight on Literary Elements: Point of View Studysync SOAPSTONE	**Craft and Structure** **Assess how point of view or purpose shapes the content and style of a text.** **6.RL.6** 6. Explain how an author develops the point of view of the narrator or speaker in a text.	What is the point of view of the selection and why did the author choose this point of view? How would the story change if it were written in a different point of view?	I will be able to: • Identify the different points of view in a literary selection (omniscient, first person, third person, objective, limited omniscient) • Recognize the first person point of view and cite examples showing the point of view • Explain how a historical author has developed point of view in a given text	• Point of view • Omniscient • First person • Third person • Objective • Limited omniscient
1st Quarter studysync	**Integration of Knowledge and Ideas** **Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**	Which characters grabbed your	I will be able to:	• Compare/contrast • Story

	6.RL.7 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	attention in the text and filmed version? How did it capture your attention?	• Tell the difference between what pieces of text stand out when reading as compared to watching and listening to it • Compare and contrast reading a story, drama or poem to watching an audio, filmed, or live version of the same text. • Make text connections between related texts. • Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.	• Drama • Poem • Audio • Video • Live version
1st Quarter Spotlight on Literary Elements: Theme studysync	**Integration of Knowledge and Ideas** **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **6.RL.9** 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.	What similarities and differences do you notice between the two different literary texts?	I will be able to: • Identify the theme of different text forms and genres based on traits of the characters. • Identify and discuss stylistic structures and elements • Differentiate between literary forms (poems, stories, plays, novels) and genres • Compare and contrast between classic words of literature with similar topics	• Compare • Contrast • Genres • Theme • Character traits • Stylistic structures
1st Quarter	Reading Informational Text		I will be able to:	• Setting

	Key Ideas and Details	How does the	• Use elements of setting,	• Cause/effect
studysync	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textural evidence when writing or speaking to support conclusions drawn from the text.**	setting affect the meaning of the text?	cause and effect, making inferences, and sequencing to comprehend text	• Infer • Sequence • Paraphrase
	6.RI.1 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text		• Paraphrase or quote directly from literature to support their analysis or inference in written or oral response • Read a piece of historical fiction and support the events using primary source documents • Identify specific instances in the text to support analysis of text	• Quote • Primary source • Secondary source • Evidence • Text support
1st Quarter Steck-Vaughn: Main Idea studysync	**Key Ideas and Details** **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	Which details support the theme or central idea of the text?	I will be able to: • Tell which story elements determine the theme of a story.	• Theme • Summarize • Text support
	6.RI.2 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.		• Summarize text without personal opinion. • Identify the theme or central idea in an informational text • Find examples in informational text that demonstrate the theme	
1st Quarter Figuratively Speaking! Steck-Vaughn: Context studysync	**Craft and Structure** **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.**	How do the origins or etymology of words affect our understanding of the words?	I will be able to: • Determine the meanings of unfamiliar words through context.	• Context clues • Phrases • Scientific article/text
	6.RI.4 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		• Determine the meanings of words and phrases in a scientific article or text.	

1st Quarter studysync	**Craft and Structure** **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** **6.RI.5** 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.	Why is it important for procedures and directions to be followed?	• Identify key components of functional text and interpret details for specific purpose. • Explain that details, organization, and structure of a text helps guide understanding. • Analyze informational texts to understand the role sentences play in key concept. • Identify components of functional text (directions, legend, diagram, illustrations, sequences, headings)	• Functional text • Organization • Analyze informational text • Directions • Legend • Diagram • Illustration • Sequences • Headings
1st Quarter Spotlight on Literary Elements: Point of View studysync	**Craft and Structure** **Assess how point of view or purpose shapes the content and style of a text.** **6.RI.6** 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	What is the author's purpose in writing this text?	I will be able to: • Identify the author's purpose and point of view for writing the informational text. • Recognize the author's point of view and intended purpose for writing. • Identify the possible audience.	• Author's purpose • Author's point of view • Purpose • Audience
1st Quarter studysync	**Integration of Knowledge and Ideas** **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	What cultural differences exist	I will be able to: • Use information presented in different	• Media • Formats

	6.RI.7 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.	between others and ours?	media and formats to develop understanding of topic or issue. • Synthesize and interpret information in different formats. • Understand information from a variety of sources (experiment, text, video, website) • Analyze visual media for language, subject matter and visual techniques used to influence opinion, decision, perception	• Synthesize • Interpret • Experiment • Text • Video • Website • Analyze • Visual techniques • Opinion • Decision • Perception
1st Quarter studysync	**Integration of Knowledge and Ideas** **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **6.RI.9** 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).	What traits do accomplished people have in common? How are their stories alike? How are they different?	I will be able to: • Identify the author's purpose • Connect information and events in text to experience and related texts • Compare and contrast two author's approaches to the same topic • Identify the similarities and differences in the events presented by each author	• Author's purpose • Text connections • Compare/contrast • Identify similarities/differences
1st Quarter Read around the Text studysync Galileo	**Range or Reading and Level of Text Complexity** **Read and comprehend complex literary and information texts independently and proficiently.** **6.RI.10** 10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.	What is your understanding of the text?	I will be able to: • Identify non-fiction informational text and read with accuracy, automaticity, and prosody. • Use reading strategies to comprehend text.	• Identify • Non-fiction • Informational text • Accuracy • Identify • Analyze • Apply • Structures • Elements

				• Identify, analyze, and apply knowledge of the purpose of structures and elements of informational text.	
1st Quarter Galileo studysync	**Range or Reading and Level of Text Complexity** **Read and comprehend complex literary and information texts independently and proficiently.** **AZ.6.RI.10** a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.	What is your understanding of text based on the content of the material presented within the text?	I will be able to: • Consistently read grade level text with accuracy and fluency.	• Grade level text • Accuracy • Fluency
1st Quarter Writing Lessons to Meet the Common Core PEG writing Four Square: Total Writing	Writing Standards **Text Types and Purpose** **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **6.W.3** 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	What figurative language can you use to describe the characters of the story?	I will be able to: • Organize a narrative writing that using effective narrative techniques with descriptive details and sequencing that unfolds naturally and logically.	• Organize • Narrative writing • Techniques • Descriptive details • Sequencing • Naturally • Logically
1st Quarter PEG Writing Writing Lessons to Meet the Common Core Four Square: Total Writing	a. 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.	Do the characters play an important role in the telling of the plot?	I will be able to: • Understand that a personal narrative uses effective technique, relevant descriptive details and well structured event sequences.	• Personal narrative • Effective • Relevant • Sequence
1st Quarter PEG Writing Writing Lessons to Meet the Common Core Four Square: Total Writing	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	How does a narrative with an effective technique affect the outcome of a story?	I will be able to: • Write a personal narrative using techniques such as dialogue, pacing, and description	• Personal narrative • Dialogue • Pacing • Description •
1st Quarter	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Do transitions of words affect the outcome of a story?	I will be able to:	• Transition words • Phrases

Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard			• Use transition words, phrases, and clauses to convey sequence.	• Clauses • Convey • Sequence
1st Quarter PEG Writing Writing Lesson for the Interactive Whiteboard Four Square: Total Writing	d. Use precise words and phrases, relevant, descriptive details, and sensory language to convey experiences and events.	How do descriptive details and sensory language add to the story?	I will be able to: • Use precise words and phrases.	• Precise word • Phrases
1st Quarter Steck-Vaughn: Conclusion Writing Lessons to Meet the Common Core	e. Prove a conclusion that follows from the narrated experiences or events.	How does an effective conclusion sum up the outcome of a story?	I will be able to: • Provide conclusions from the narrated experiences or events.	• Provide • Conclusion • Narrated • Experiences • Events
1st Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard	**Production and Distribution of Writing** **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **6.W.4** 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above.)	How do we determine the appropriate task, purpose, and audience for writing?	I will be able to: • Produce clear and coherent writing. • Develop, organize, and style writing. • Choose appropriate task, purpose and audience.	• Produce • Develop • Organize • Style • Choose • Task • Purpose
1st Quarter PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core	a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience.	How do we determine the specific purpose for writing pieces?	I will be able to: • Write a clear and coherent writing piece appropriate to task, purpose, and audience.	• Produce • Functional writing • Develop • Organization • Appropriate

Writing Lesson for the Interactive Whiteboard				
1st Quarter

PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard | **Production and Distribution of Writing**
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.W.5
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.) | Why is the writing process important to improve a piece of writing selection? | I will be able to:
• Understand the importance of revising through peer and individual editing to rewrite your final draft.
• Use 6 traits | • Understand
• Revise
• Edit
• Rewrite
• Final draft
• Use
• 6 traits |
| 1st Quarter
PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core Writing Lesson for the Interactive Whiteboard | **Production and Distribution of Writing**
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6.W.6
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. | How can technology and the Internet improve a final draft? | • I will be able to:
• Understand the importance of using technology including the Internet to produce and publish writing.
• Plan, develop, and produce a visual presentation using a variety of media.
• Publish a final writing product for an intended audience. | • Understand
• Technology
• Produce
• Publish
• Writing
• Plan
• Develop
• Produce
• Visual
• Media |
| 1st Quarter
R.A.F.T strategy PEG Writing Four Square: Total Writing Writing Lessons to Meet the Common Core | **Range of Writing**
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 tasks, purposes, and audiences.
6.W.10
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, purpose, and audiences. | How does writing over a short and long period of time affect the writing outcome? | I will be able to:
• Write over extended time frames.
• Write with a purpose.
• Write for an audience. | • Purpose
• Audience |

1st Quarter Readers Theater Building Fluency card bank	Speaking and Listening **Comprehension and Collaboration** **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** **6.SL.1** 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.	How do you compare/contrast the two main characters drawing on specific information from the text?	I will be able to: • Effectively engage in a range of collaborative discussions with diverse partners on topics, texts, and issues building on other's ideas.	• Effectively engage • Collaborate • Partners • Topics • Texts • Issues
1st Quarter	a. 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.	How do you determine what evidence you bring to the table to reflect and discuss?	I will be able to: • Discuss comparison between two or more characters, setting or events across stories, topics, etc.	• Compare • Characters • Setting • Events
1st Quarter	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individuals' roles as needed.	How do you delegate jobs among group members to meet group expectations?	I will be able to: • Delegate roles for group expectations and goals.	• Delegate • Roles • Goals
1st Quarter	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	What specific questions do you look for to pose and have others respond to?	I will be able to: • Pose and respond to specific questions.	• Pose • Respond • Specific • Questions
1st Quarter	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflections and paraphrasing.	What	I will be able to: • Review discussions for understanding of ideas.	• Review • Discussions
1st Quarter	**Comprehension and Collaboration** **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** **6.SL.2** 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	How do two accounts of an event differ and how are they similar?	I will be able to: • Understand that information contributes to a topic. • Draw valid conclusions based on text evidence. • Interpret graphic features of various media.	• Topic • Draw • Valid conclusions • Interpret • Diverse media • Topic • Text • Issue

1st Quarter	**Comprehension and Collaboration** **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** **6.SL.3** 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	How do primary sources provide insight into the immigrants' experiences?	I will be able to: • Differentiate between claims that are supported by reasons and evidence and those that aren't. • Distinguish between claims that are supported by reasons and evidence from claims that are not. • Delineate a speaker's argument and specific claims. • Predict, clarify, analyze, and critique a speaker's information and point of view.	• Delineate • Argument • Specific claims • Claims • Differentiate • Distinguish • Predict • Clarify • Analyze • Critique
1st Quarter	**Presentation of Knowledge and Ideas** **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** **6.SL.4** 4. Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Which nonverbal communication cues contributed to the success of the speech?	I will be able to: • Prepare and deliver speech effectively through verbal and nonverbal communication with a specific audience. • Present claims and findings, sequence ideas logically and use pertinent descriptions, facts and details to accentuate main ideas and themes. • Use appropriate eye contact, adequate volume, and clear pronunciation.	• Prepare • Deliver • Speech • Verbal • Nonverbal • Audience • Sequence • Accentuate • Main ideas • Themes • Eye contact • Volume • Clear pronunciation
1st Quarter	**Presentation of Knowledge and Ideas** **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**	How did your choice of multimedia	I will be able to:	• Graphics • Images

	6.SL.5 5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	enhance your presentation?	• Clarify information in a presentation using multimedia components. • Plan, develop and produce a visual presentation using a variety of media such as videos, films, newspapers, magazines, and computer images.	• Music • Sound • Visual • Multimedia
1st Quarter 5-Minute Grammar/Proofreading Practice	**Language Standards** **Conventions of Standard English** **Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.** **6.L.1** 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	How does correct usage of pronouns in the proper case change your writing?	I will be able to: • Demonstrate command of the conventions of English grammar and using in writing and speaking.	• Conventions • Grammar
1st Quarter 5-Minute Grammar/Proofreading Practice	a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	How do you check to make sure that pronouns are in the proper case?	I will be able to: • Demonstrate understanding of Standard English grammar usage through correct use of pronouns in proper case.	• Demonstrate • Pronouns • Usage • Grammar
1st Quarter 5-Minute Grammar/Proofreading Practice	b. Use intensive pronouns (e.g., *myself, ourselves).*	When do you use intensive pronouns?	I will be able to: • Use pronouns effectively, intensive pronouns, recognize, and correct	• Pronouns • Intensive pronouns • Recognize • Correct
1st Quarter 5-Minute Grammar/Proofreading Practice	c. Recognize and correct inappropriate shifts in pronoun number and person.	How do you correct inappropriate shifts in pronoun number and person?	I will be able to: • Make corrections to pronoun number and person shifts.	• Pronoun number • Person shifts
1st Quarter 5-Minute Grammar/Pro	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	When do you correct vague pronouns?	I will be able to: • Improve use of vague pronouns.	• Improve • Vague • Pronouns

ofreading Practice			
1st Quarter 5-Minute Grammar/Pro ofreading Practice	e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	How do you improve your writing and others using proper Standard English?	I will be able to: • Use proper case subjective, objective, and possessive pronouns.	• Proper case • Subjective • Objective • Possessive pronouns
1st Quarter 5-Minute Grammar/Pro ofreading Practice	**Conventions of Standard English** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **6.L.2** 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	How do you know your punctuation and spelling is correct?	I will be able to: • Correctly use conventions of Standard English capitalization, punctuation, and spelling when writing.	• Conventions • Capitalization • Punctuation • Spelling
1st Quarter 5-Minute Grammar/Pro ofreading Practice	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	How do I use proper punctuation?	I will be able to: • Use punctuation (commas, parenthesis, dashes) to set off.	• Punctuation • Commas • Parenthesis • Dashes
1st Quarter 5-Minute Grammar/Pro ofreading Practice	b. Spell correctly.	When is spelling correctly important?	I will be able to: • Spell correctly.	• Spell • Correctly
1st Quarter Great Source: Lessons in Literacy	**Vocabulary Acquisition and Use** **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** **6.L.4** 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.	How does the root word help you determine the meaning of the word?	I will be able to: • Discover the meaning of unknown and multi-meaning words based on reading content and using a range of strategies.	• Unknown words • Multi-meaning words •
1st Quarter Steck-Vaughn: Context Great Source: Lessons in Literacy	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.	How do context clues help you determine the meaning of the word?	I will be able to: • Use context as a clue to the meaning of a word or phrase.	• Context clues

1st Quarter The Learning Works: Prefixes and Suffixes/Greek and Latin Roots	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).*	How do affixes change the meaning?	I will be able to: • Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word	• Affixes • Root words • Context clues
1st Quarter Great Source: Lessons in Literacy	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses,), both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech.	How do reference materials help you?	I will be able to: • Consult reference materials, both print and digital, to find the pronunciation, part of speech and meaning.	• Reference materials • Print • Digital media • Pronunciation • Part of speech • Meaning
1st Quarter	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning of a word in context or in a dictionary).	How do determine the difference root words have on affixes?	I will be able to: • Determine effect of affixes on root words.	• Affixes • Root words • Effect
1st Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	**Vocabulary Acquisition and Use** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** **6.L.5** 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	How do you determine word meaning based on context?	I will be able to: • Use context to identify the meaning of unfamiliar words. • Use context to identify the meaning of unfamiliar words (definition, example, restatement, synonym, and contrast)	• Context clues • Identify • Unfamiliar words • Figurative language • Word relationships • Nuances • Word meanings
1st Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	a. Interpret figures of speech (e.g., personification) in context.	How do you interpret figures of speech?	I will be able to: • Determine meaning of figurative language, including similes, metaphors, personification and idioms.	• Figurative language • Similes • Metaphors • Personification • Idioms
1st Quarter	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	How do you use word relationships	I will be able to:	• Cause and effect • Part and whole

Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!		to better understand the words?	• Use the relationship between particular words (cause/effect, part/whole, item/category) to better understand.	• Item and category
1st Quarter Great Source: Lessons in Literacy The Learning Works: Figuratively Speaking!	c. Distinguish among the connotations (associations) or words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty).*	How do connotations and denotations affect words?	I will be able to: • Distinguish among the connotations of words with similar denotations.	• Distinguish • Connotations • Denotations