

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Apply word analysis and vocabulary skills to comprehend selections.**

**PLT 1.6.01: Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots.**

**Concepts: Need to KNOW**

- Unknown words
- Content-area vocabulary
- Prefixes
- Suffixes
- Word roots

**Skills: Be able to DO**

**Determine**

- define
- reword
- identify prefixes, suffixes, word roots
- recognize
- illustrate
- examine
- memorize
- use

**Big Idea**

Prefixes, suffixes, and root words help you understand words you don't know.

**Essential Question**

What parts of words can help you figure out the meaning of them?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Apply word analysis and vocabulary skills to comprehend selections.**

**PLT 1.6.04: Determine the connotation of a word using word, sentence, and cross-sentence clues.**

**Concepts: Need to KNOW**

- **Connotation of word**
- **Sentence clues**
- **Context clues**

**Skills: Be able to DO**

**Determine**

- **explain**
- **interpret**
- **define**
- **decide meaning**

**Big Idea**

Surrounding words in sentences help you figure out the meaning of unfamiliar words.

**Essential Question**

How do you know the meaning of an unknown word in a sentence?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Apply reading strategies to improve understanding and fluency.**

**PLT 1.6.14: Determine the answer to a literal or simple inference question regarding the meaning of a passage.**

**Concepts: Need to KNOW**

- **Literal question**
- **Simple inference question**

**Skills: Be able to DO**

**Determine**

- **tell**
- **indicate**
- **identify**
- **interpret** for inference
- **conclude**
- **infer**

**Big Idea**

Answering questions will show you understand what you have read.

**Essential Question**

How do you know if you understand a passage?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Apply reading strategies to improve understanding and fluency.**

**PLT 1.6.16: Summarize a story or non-fiction passage, or identify the best summary.**

**Concepts: Need to KNOW**

- Fiction
- Non-fiction passage

**Skills: Be able to DO**

**Summarize**

- identify
- conclude
- **construct** a summary

**Big Idea**

A summary of a story or passage can help you understand it.

**Essential Question**

How do you briefly retell the important points of a story?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Apply reading strategies to improve understanding and fluency.**

**PLT 1.6.20: Distinguish between fact and opinion.**

**Concepts: Need to KNOW**

- **Fact**
- **Opinion**

**Skills: Be able to DO**

**Distinguish**

- **analyze**
- **decide**
- **indicate / identify**

**Big Idea**

Knowing the difference between fact and opinion helps you make judgments about what you read.

**Essential Question**

How can knowing the difference between fact and opinion change how you interpret what you are reading?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Comprehend a broad range of reading materials.**

**PLT 1.6.22: Determine whether a set of complex, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).**

**Concepts: Need to KNOW**

- **Instructions**
- **Procedures**

**Skills: Be able to DO**

**Determine**

- **clarify**
- **revise**
- **interpret**

**Big Idea**

Readers need to question the clarity of instructions and procedures to fully understand what they read.

**Essential Question**

What strategies do you use to better understand lists of instructions?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Understand how literary elements and techniques are used to convey meaning.**

**PLT 1.6.23: Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood and sets tone.**

**Concepts: Need to KNOW**

**Word Choice**

- senses
- imagery
- mood
- tone

**Skills: Be able to DO**

- Explain
  - recognize
  - classify

**Big Idea**

An author's choice of words can enhance your reading through sensory imagery, mood, and tone in many ways.

**Essential Question**

How does an author's choice of words make for a good piece of reading?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Understand how literary elements and techniques are used to convey meaning.**

**PLT 2.6.01: Identify elements of fiction: plot, character, setting, theme, character foils.**

**Concepts: Need to KNOW**

**Elements of fiction**

- **plot**
- **character**
- **setting**
- **theme**
- **character foil**

**Skills: Be able to DO**

**Identify**

- **find**
- **locate**
- **describe**
- **explain**
- **discuss**
- **compare**
- **contrast**

**Big Idea**

Knowing the parts of a story helps you understand what you are reading.

**Essential Question**

Why is it important for readers to know ALL the parts of a story?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Understand how literary elements and techniques are used to convey meaning.**

**PLT 2.6.11: Identify and interpret figurative language of literary devices: (e.g., sensory detail, simile, rhyme, metaphors, alliteration, personification)**

**Concepts: Need to KNOW**

**Figurative language or literary devices**

- sensory detail
- simile
- rhyme
- repetition
- metaphors
- alliteration
- personification

**Skills: Be able to DO**

**Identify and Interpret**

- restate
- explain
- locate
- paraphrase
- translate
- describe
- recognize
- distinguish

**Big Idea**

Figurative language or literary devices helps the reader give meaning to the text.

**Essential Question**

Why do authors choose to use figurative language or literary devices in their writing?

6<sup>th</sup> Grade Reading  
West Aurora School District

**State Standard: Apply reading strategies to improve understanding and fluency.**

**PLT 2.6.13: Identify verbal irony.**

**Concepts: Need to KNOW**

- **Verbal irony**

**Skills: Be able to DO**

**Identify**

- **define**
- **speculate**
- **discuss**
- **recognize**
- **infer**

**Big Idea**

Verbal irony helps readers understand the deeper meaning.

**Essential Question**

How do you know when someone says something but they mean the opposite of what they say?

