

## Schiller Park District 81 Curriculum Map 6<sup>th</sup> Reading

	Essentials Question	Content(Understandings)	Skills(Know and Able to do)	Assessment	Resources (Curriculum)
August - September	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How does using available graphic, textual and experiential information to anticipate and accumulate accurate textual information help make a skilled reader?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• what text features to use to help make a prediction</li> <li>• how to adjust predictions for understanding</li> <li>• how predicting helps readers better understand text</li> <li>• use all available textual information to make an accurate prediction</li> <li>• use prior knowledge to clarify understanding</li> <li>• make, confirm, and modify predictions based on the text information</li> <li>• distinguish information that helps make the most accurate predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Ice Mummy</li> <li>• <i>"Frozen in Time"</i>.</li> <li>• The Last Hours of the Ice Man</li> <li>• Starting Off Strong</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• Ice Mummy</li> <li>• Best Practice in Reading</li> <li>• Great Books</li> <li>• National Geographic</li> </ul>

October

- How do we compose lives in which reading matters?
- What makes a skilled reader?
- What skills do skilled readers have to help them understand what they are reading?
- How can a reader use personal and collective experience to enhance understanding?

Skilled readers:

- Express ideas with confidence and sophistication
- Use a variety of strategies to understand text
- Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion
- Address textual ambiguities and explore problems of meaning
- Consider others' ideas and opinions relating to the text
- Derive word meaning from contextual clues

- how prior knowledge about a topic helps to understand the text
- how to make connections across reading selections
- how to use personal experiences and/or outside materials to make insightful connections related to a main topic or theme
- relate information in a passage to other readings on the same topic
- engage background information to construct deeper meaning from text
- connect information from various parts of a story to respond to an interpretive question
- connect events, characters, actions and themes to specific life experiences

- *"Eat and be Eaten"* (non-fiction, Survival)
- "Interview with a Dinosaur Hunter".
- "Mesopotamia 101".
- "Mesopotamia
- "The Shipwrecked Sailor"
- "Ancient Egypt-Daily Life"
- "The Nile and Ancient Egypt.
- "Antarctic"
- The Sun Queen"
- "Cave Painting: Finding the Unexpected" ..
- "Father Son Mother Moon".
- "Sunlight and Fire"

- Read Naturally
- 6 Minute Solutions
- Best Practice in Reading
- Great Books

November	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a skilled reader?</li> <li>• What skills do skilled readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does questioning help to clarify meaning, promote comprehension and extend understanding?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• how to provide support from a text in written answers to interpretive questions</li> <li>• how to ask questions and search for answers, then monitor comprehension and interact with the text to construct meaning</li> <li>• to ask questions that clarify understanding and indicate higher level thinking</li> <li>• write interpretive questions about a selection</li> <li>• identify and ask questions about parts of a text they find puzzling or confusing</li> <li>• differentiate between large global questions and smaller clarification questions</li> <li>• organize content knowledge to answer a specific question</li> <li>• revise answers to interpretive questions after discussion based on classmates' responses</li> </ul>	<ul style="list-style-type: none"> <li>• "Slavery in Ancient Egypt".</li> <li>• "A Trip to the Ancient City of Tikal".</li> <li>• "The Great Pyramid" KWL</li> <li>• "A Mammoth Adventure".</li> <li>• "Follow in My Footsteps" explicit questions such as, What discoveries awaited the early humans as they hunted?</li> <li>• "Long Ago on the Land Bridge"</li> <li>• "The First Tools"</li> <li>• "The Curse of the Mummy".</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• Best Practices in Reading</li> <li>• Great Books</li> </ul>
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December	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a skilled reader?</li> <li>• What skills do skilled readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does inferring help to clarify meaning, promote comprehension and extend understanding?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• there are different types of inferences</li> <li>• the difference between an inference and a prediction</li> <li>• how to form a conclusion about the author's meaning using background knowledge, textual features and graphics</li> <li>• record evidence from the text to support inferences</li> <li>• organize and analyze the author's meaning using background knowledge, textual features and graphics</li> <li>• identify the different types of inferences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Ghost Fox</i> .</li> <li>• "Just Waiting for You" (archeology, discovery) .</li> <li>• <i>"Danger at the Bottom of the World"</i> (survival, archeology)</li> <li>• "Reaching for the Rainforest"</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• Great Books</li> </ul>
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January	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does imagery help a reader to better understand the text?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• how to form multi- sensory or conceptual images while reading a text</li> <li>• images come from all five senses and from the emotions they invoke are anchored in the readers prior knowledge.</li> <li>• Imaging is figurative language at work</li> <li>• create mental images about a story to improve and express understanding</li> <li>• draw pictures to express ideas and explain drawings</li> <li>• evaluate tone/mood of concepts within textual materials</li> <li>• adapt sensory images to incorporate new information as they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Fires of Pele”</li> <li>• “Junior Iditarod Jitters” (survival)</li> <li>• “Athene and the Birth of the Spider” . .</li> <li>• “Oedipus and Oracle</li> <li>• “Alexander the Greek,</li> <li>• “The Midas Touch” .</li> <li>• “Aphrodite and Her Beloved Adonis” .</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• The Tales of Greek Mythology</li> <li>• Great Books</li> </ul>
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<p style="text-align: center;">February</p>	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does the ability to distinguish between fact and opinion develop readers as thinkers?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• how to use information they read to identify a fact or opinion</li> <li>• a fact is something that can be verified and backed up with evidence</li> <li>• an opinion is based on a belief or a view and is not based on evidence that can be verified</li> <li>• the difference between fact and opinion gives you insight into the author's point of view or perspective</li> <li>• Use clue words to help them identify fact and opinion</li> <li>• Identify and support facts with evidence from the text</li> <li>• Identify and support opinions with evidence from the text</li> <li>• make sound judgment about the information they are reading by being able to distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• The Wolf Story. (conflict)</li> <li>• "My Dad, John McCain" (survival)</li> <li>• "The Great Kapok Tree.</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• Great Books</li> </ul>
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<p>March</p>	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does summarizing enhance comprehension?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizing helps readers remember information and transfer it to new situations which further reinforces the information</li> <li>• How to identify key ideas and tie them together into an accumulation of what is most important in the text.</li> <li>• There are often several important ideas in a piece of text rather than a single main idea</li> <li>• Summarize a story or retell significant parts of a story and respond personally</li> <li>• Get new perspectives, create a new line of thinking, discover original ideas and achieve insight through summarization</li> <li>• To put new materials into their own words and combine it with their prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Alexander the Greek, A Life of Greatness".</li> <li>• "Mauna Loa: Long Mountain" (non-fiction, survival) 5W and H questions</li> <li>• "The Great Bear, The Story of Callisto and Arcus".</li> <li>• "Myths, King of the Gods" ..</li> <li>• " Pandora's Box".</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• The Tales of Greek Mythology</li> <li>• Great Books</li> </ul>
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<p>April</p>	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does reading for various purposes and reading text at various levels of difficulty produce vocabulary growth?</li> <li>• How does understanding cause and effect assist comprehension?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• the meaning of a word in context when the word has multiple meanings</li> <li>• how to use various strategies to find the meaning of unfamiliar words</li> <li>• reading various types of text expands their vocabulary</li> <li>• identify new words using context clues</li> <li>• use the resources such as dictionaries, thesauruses, glossaries, technology and text features, such as definitional footnotes or sidebars to determine the meanings and pronunciations of unknown words</li> <li>• Cause and effect is the relationship between two things when one thing makes something else happen</li> <li>• There may be multiple causes and multiple effects</li> <li>• There are three different kinds of cause and effect relationships</li> <li>• Use cause and effect to show order, inform, speculate, and change behavior.</li> <li>• Identify signal words that show cause and effect relationships</li> <li>• How to look for the different kinds of cause and effect relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Making words graphic organizer</li> <li>• Word sort</li> <li>• Myth "Polyphemus".</li> <li>• Myth "The Labors of Heracles".</li> <li>• 6<sup>th</sup> grade vocabulary (by S.S topic)</li> <li>• Vocabulary quilt</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• Great Books</li> </ul>
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<p>May</p>	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How do skilled readers know what is important in a text?</li> <li>• How does sequential order play an integral part in the organization of text?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• The main idea in a paragraph is a general idea and the supporting information is made up of specific ideas and details.</li> <li>• That there are often several important ideas in a single piece of text rather than a single main idea.</li> <li>• Every story has a main idea and supporting details</li> <li>• Characteristics of text length and internal and external text structure</li> <li>• Support ideas with evidence from the text.</li> <li>• Recall and retell story details in their own words</li> <li>• Discriminate between key points and supporting details</li> <li>• Identify multiple key ideas/concepts important in overall text meaning.</li> <li>• Read to find specific information</li> <li>• Identify important headings and subheadings in informational text</li> <li>• Determine what to read and in what order</li> <li>• In order to understand sequence, skilled readers must understand how a selection is organized.</li> <li>• Text is organized in one of four different ways</li> <li>• How transition words serve as signal words in the organization of a text.</li> <li>• Determine the organizational pattern of text as either chronological, spatial, order of importance, or cause and effect.</li> <li>• Demonstrate understanding of explicitly stated sequence of events in literary and informational text</li> <li>• Locate signal words that indicate steps in a process, order of importance, or chronological order.</li> <li>• Recall story details in sequential order</li> </ul>	<ul style="list-style-type: none"> <li>• Shadow and Stone: Europe's Medieval Castles"</li> <li>• Read "Gift's From China</li> <li>• "Reaching for the Rainforest" (conflict, survival, discovery)</li> <li>• "The Legend of Romulus and Remus.</li> <li>• "Confucius"</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• 6 Minute Solutions</li> <li>• Great Books</li> </ul>
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