

The Connected Curriculum

GRADE 6

Curriculum Map

Standards-Based Scope and Sequence for Teaching and Assessment
with integrated principles and strategies of special education.

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Relevant resources for instruction, independent learning, and assessment:
<http://teacher.depaul.edu>.

Sixth Grade Mid- and End-of Quarter Competencies to Assess First Semester

This chart provides assessment priorities for every five or four weeks.

	Week 5	Week 9	Week 14	Week 19
Word Knowledge 1A	Identify and give examples of root, prefix, suffix, compound Make own word meaning guide	Explain and give examples: homonyms, antonyms, synonyms; multiple meaning words	Explain literal, figurative; paraphrase text	Make explanation/guide to how to use structures to figure out word meaning when reading. (Root, prefix, suffix)
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Read and respond to new selection with short answers, graphic organizers. Identify and infer main idea, traits, motive, sequence, cause-effect <u>with evidence</u> . Explain how to survey	Identify and infer traits, motive, sequence, cause-effect with evidence Map a story	Explain how to re-read to find information; Interpret use of words and techniques Explain and give example of theme	Locate and classify information; evaluate information; relate to main idea Ask/answer analytic and inferential and evaluative questions and explain how. Write about what you think based on what you read and what you knew.
Fluency ILS1B,4AB	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
Writing and Illustrating Goals 3, 4	Write, edit sentences and paragraphs with components from weeks 1-4	Write, edit essay	Edit/write expository essay Write own guide to writing an expository essay.	write expository essay write guide to writing/editing an expository essay.
Content	GEOGRAPHY Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.	ECOLOGY List, illustrate, describe features and explain relationships use terms correctly. Write to clarify an environment or environmental issue.	CULTURE List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions, continuity and change	PHYSICS/TECHNOLOGY List, give examples of key terms/concepts; make a guide to everyday physics and technology based on what you have learned and what you knew.
MATH <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

Sixth Grade Mid- and End-of Quarter Competencies to Assess Second Semester

This chart provides assessment priorities for every five or four weeks.

	Week 24	Week 29	Week 34	Weeks 37-38
Word Knowledge 1A	Explain how to paraphrase Use words of the week in sentences.	Explain and give examples of word structures; use words of the week in sentences	Make a guide to figure out unfamiliar words when reading.	Words of the Week:
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Simulate standardized test Analyze the questions. Write test-taking guide	Write guide to making/ answering questions	Next Grade Prep Identify skills needed for next grade. Choose a topic for next five weeks of reading.	synthesize information --apply to science— what have I learned— Learning Yearbook ILS 5A, 1B
Fluency ILS1B,4AB	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
Writing and Illustrating Goals 3, 4	Write persuasive essay 3A, B	Compare and contrast persuasive writing to expository. 3B,C	Make your own writing yearbook— What I have learned about writing.	Learning Yearbook: expand it--what have I learned about writing? ILS 4BC
Content	ECONOMICS Make an exhibit or booklet about how economies work.	SCIENCE SYSTEMS Write and illustrate a guide to systems of science.	GOVERNMENT Write and give examples of kinds and systems of government.	DISCOVERIES Write an illustrate and exhibit science discoveries— including your own invention.
MATH <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

Sixth Grade: Weeks 1-5 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5 assess, clarify, expand
Word Knowledge 1A	<i>Assess student abilities</i>	Identify root word Use dictionary	Analyze prefix and suffix Use glossary	Construct compound words	<i>Identify and give examples of root, prefix, suffix, compound</i> <i>Make own word meaning guide</i>
<i>Reading Strategies: I CAN . . . with a variety of texts</i> Goals 1, 2	Read/listen to identify/infer traits of person/character with evidence 1B Follow 2-4 step directions (4A)	Read/listen to identify/infer motive with evidence 1B,C Infer word meaning from context. <i>Take reading interest inventory.</i>	Survey, question, make, confirm predictions 1B Identify text structure Read/listen to identify main idea with supporting evidence 1B restate/illustrate	Relate setting to characters, plot development, cause-effect, motive 2A	<i>Read and respond to new selection with short answers, graphic organizers. Identify and infer main idea, traits, motive, sequence, cause-effect with evidence.</i> <i>Explain how to survey</i>
Fluency ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
Writing and Illustrating Goals 3, 4	Write complete sentences with a variety of punctuation. Recommended: Diagram sentence	Expand sentence: Adjective and adverb Recommended: diagram sentence	Expand sentence: adverbs Recommended: diagram sentence	Write paragraph with clear focus and support Compound/complex sentences	<i>Write, edit sentences and paragraphs with components from weeks 1-4</i>
Content World Geography Goal 17 A,B,C Research Goal 5	<i>Location: How do you read a world map?</i> atlas, equator hemisphere landform prime meridian sea level, tropic <i>Also use 4th-5th grade geography terms</i>	<i>Place: Where in the world are important places?</i> historic nation territory <i>Also use 4th-5th grade geography terms</i>	<i>Region: Regions of the world</i> glacier irrigation oasis tropical <i>Also use 4th-5th grade geography terms</i>	<i>Movement: Traveling the world</i> international date line journey, mainland navigable strait <i>Also use 4th-5th grade geography terms</i>	<i>Write/illustrate booklet or display. Explain features and relationships of world geography.</i> <i>Use terms correctly.</i>
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Sixth Grade: Weeks 6-9 Curriculum Map

	Week 6	Week 7	Week 8	Week 9 assess, clarify, expand
Word Knowledge 1A	Identify, use multiple-meaning words Infer meaning from context	Identify, use multiple-meaning words	Identify/use homonyms, synonyms, antonyms	<i>Explain and give examples: homonyms, antonyms, synonyms; multiple meaning words</i>
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Read/listen to identify/infer traits of person/character Infer meaning from context CAS 1A	Read/listen to identify/infer motive CAS 1A,C Analyze author's choice of words 2A	Survey to preview a text, ask "big" question, make, confirm predictions Draw conclusions with evidence Summarize 1A	<i>Identify and infer traits, motive, sequence, cause-effect with evidence</i> <i>Map a story</i>
Fluency ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
Writing To Inform Goals 3 and 4	Write paragraphs --focus Outline essay	Write paragraphs --support/elaboration write essay	Paragraph --organization Write essay	<i>Write, edit essay</i>
Content Ecology Research Goal 5	Features of one place in the world: biome, desert ecosystem environment rainforest, savanna, temperate forest 12A Survey to identify theme/idea 5A	How plants grow there: bacteria decomposition fungus, germination grassland, marine nutrient, paramecium protozoan 12A,B Make/use chart 5A	How animals live there: carnivore, cold-blooded, consumer, herbivore, host, invertebrate omnivore, parasite producer, scavenger vertebrate, anatomy, biologist botanist, competition. Decomposition, food web reproduction respiration symbiosis 12A,B; 13B Make/use diagrams 5A	List, illustrate, describe features and explain relationships use terms correctly. Write to clarify an environment or environmental issue.
MATH <i>Insert the math skills and strategies from the program you use.</i>				Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>				Make a Math Glossary

Sixth Grade: Weeks 10-14 Curriculum Map

	Week 10	Week 11	Week 12	Week 13	Week 14 assess, clarify, expand
Word Knowledge ILS 1A	Distinguish literal, figurative	Paraphrase 4A	Construct Vocabulary questions	Construct/answer vocabulary questions	<i>Explain literal, figurative; paraphrase text</i>
Reading Strategies: I CAN . . . with a variety of texts Goals 1, 2	Re-read to locate information to support an idea or theme. Draw conclusions with support Write about what you read 1B	interpret author's choice of words; analyze author's techniques Make judgment with evidence Write what you think about what you read 1B, 2A	Infer meaning of words in context Explain how words help communicate theme/idea Write what you think about what you read 1B,C; 2A	Compare theme across stories/ authors analyze the representation of a culture evaluate text for bias 1B,C, 2A, B	<i>Explain how to re-read to find information; Interpret use of words and techniques Explain and give example of theme</i>
Fluency ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased expression. Students explain how to read with expression.</i>
Writing and Illustrating emphasis: expository	<i>Outline expository essay; write with clear focus 3B</i>	<i>Edit expository essay for transitions 3B</i>	<i>Organize/Write expository essay with focus, support, organization and clear introduction 3B</i>	<i>Organize/Write expository essay with focus, support, organization, clear introduction and conclusion 3B</i>	<i>Edit/write expository essay Write own guide to writing an expository essay.</i>
Content: Culture	Read and report: Who lives where why? 16A,D, 18A, 5A	Read and compare/contrast: Who lives how—why? 16A,,D, 18A, 5A	Read and infer: Values—how are they different/alike for different cultures? 16A,D, 18A, 5A	Read and report: How values influence traditions and history; how a culture changes 18A,C, 5A	List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions, continuity and change
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Sixth Grade: Weeks 15-19 Curriculum Map

	Week 15	Week 16	Week 17	Week 18	Week 19 assess, clarify, expand
Word Knowledge ILS 1A	Use structure (root) to determine word meaning in text.	Use structure—prefix—to determine word meaning in text.	Use structure (root-prefix-suffix) to determine word meaning in text.	Use structure (root-prefix-suffix) to determine word meaning in text.	<i>Make explanation/guide to how to use structures to figure out word meaning when reading. (Root, prefix, suffix)</i>
Reading Strategies: I CAN . . . with a variety of texts Goals 1, 2	Identify and organize information in charts, diagrams Ask/answer analytic questions <i>Write about what you think based on what you read and what you knew.</i> 1B,C, 5A	Identify concept/idea in non-fiction text find evidence Ask/answer analytic questions <i>Write about what you think based on what you read and what you knew.</i> 1C,5A	Identify concept/idea in non-fiction text find evidence Ask/answer inferential questions <i>Write about what you think based on what you read and what you knew.</i> 1C,5A	Ask/answer evaluative questions <i>Write about what you think based on what you read and what you knew.</i> 1B,C; 2A, 5A	<i>Locate and classify information; evaluate information; relate to main idea</i> Ask/answer analytic and inferential and evaluative questions and explain how.
Fluency ILS 1B, 4AB	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency. Students explain how to adjust rate to maintain fluency and comprehension</i>
Writing and Illustrating emphasis: narrative	<i>Outline, write expository essay with emphasis on focus and support</i> 3B,C	<i>Outline, write narrative essay with emphasis on focus and support</i> 3B,C	<i>Outline and Write diary with emphasis on focus support</i> Transitions 3B,C	<i>Outline, write news report-- emphasis on focus support</i> And coherence 3B, C	<i>write essay</i> <i>write guide to writing/editing an essay.</i>
Content: Technology/ Physics	Read/experience/write/illustrate about: physics, probability, scientific method 12D, 11	Read/experience/write/illustrate about: physics, probability, scientific method property, range 12D, 11	Read/experience/write/illustrate about: acceleration, deceleration, momentum, projectile, terminal velocity, velocity 12D, 11	Read/experience/write/illustrate about: effort, force, kinetic potential, thrust 12D, 11	List, give examples of key terms/concepts; make a guide to everyday physics and technology based on what you have learned and what you knew.
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Sixth Grade: Weeks 20-24 Curriculum Map

	Week 20	Week 21	Week 22	Week 23	Week 24 assess, clarify, expand
Word Knowledge ILS 1A	Construct literal questions about words 1A Test prep words:	Identify meaning from context 1A Test prep words:	Paraphrase, explain what is heard 4A Test prep words:	Construct/answer vocabulary questions 1A Test prep words:	<i>Explain how to paraphrase</i>
Reading Strategies: I CAN . . . with a variety of texts Goals 1, 2	Students make literal questions fiction and non-fiction 1B	Students make literal questions Fiction and non-fiction 1B	Students make analytic questions fiction and nonfiction 1B, 4A	Students make analytic questions fiction and nonfiction 1B, 4A	<i>Write test-taking guide</i>
Fluency ILS 1B, 4AB	This week's read aloud: Check reading rate and comprehension —set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency. Students explain how to adjust rate to maintain fluency and comprehension</i>
Writing emphasis: persuasive 3A,B	<i>Write persuasive paragraph 3B</i>	<i>Edit persuasive paragraph 3A</i>	<i>Outline persuasive essay 3A, B</i>	<i>Write rules for persuasive writing 3A, B</i>	Write persuasive essay 3A, B
Content: ECONOMICS Emphasize use of content reading and data analysis.	What is an economy? ILS15ABCD	<i>How has work changed?</i> ILS15ABC	How have kinds of businesses changed? ILS15ABC	How do countries work together to solve economic problems? ILS15ABCD	Make an exhibit or booklet about how economies work.
MATH <i>Insert the math skills and strategies from the program you use.</i>	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Sixth Grade: Weeks 25-29 Curriculum Map

	Week 25	Week 26 ISAT	Week 27 ISAT	Week 28	Week 29 assess, clarify, expand
Word Knowledge ILS 1A	Make up vocabulary questions	Inspiring Words	Analyze word structure	Analyze word structure	<i>Explain and give examples of word structures</i>
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	Make ISAT Reading Guide—How to Think Well on ISAT	Analyze questions 1B	Analyze questions 1B	Ask/identify and respond to relevant questions at all levels with evidence. 1B	<i>Write guide to making/ answering questions</i>
Fluency ILS 1B, 4AB	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency. Students explain how to adjust rate to maintain fluency and comprehension</i>
Writing emphasis: persuasive	<i>Write persuasive poem</i> 3 B, C	<i>Write persuasive poem</i> 3 B, C	<i>Write persuasive letter</i> 3 B, C	<i>Write persuasive essay</i> 3 B, C	<i>Compare and contrast persuasive writing to expository.</i> 3B,C
Content: Systems of Science	<i>weather system</i> air pressure atmosphere dew jet stream moisture temperature 12E	Solar System <i>Planet, galaxy, orbit, rotation</i> 12F	rock formation glacier leaching rock cycle soil formation valley glacier water table 12E	<i>star life cycle</i> black hole density mass red giant telescope white dwarf 12F	Write and illustrate a guide to systems of science.
MATH <i>Insert the math skills and strategies from the program you use.</i>	Make ISAT Math Test Success Guide—How to Solve Problems Well				Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>	Use test-taking terms as this week's math words				Make a Math Glossary

Sixth Grade: Weeks 30-34 Curriculum Map

	Week 30	Week 31	Week 32	Week 33	Week 34 assess, clarify, expand
Word Knowledge ILS 1A	I can infer from context.1A	I can use root words.1A	I can figure out unfamiliar words with different strategies.1A	I can figure out unfamiliar words with different strategies	Make a guide to figure out unfamiliar words when reading.
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	I can ask and answer different kinds of questions. ILS 1B,C;	I can ask and answer different kinds of questions. ILS 1B,C	I can ask and answer different kinds of questions. ILS 1B,C	Use full repertoire with <u>a variety of texts</u>	Next Grade Prep Identify skills needed for next grade. Choose a topic for next five weeks of reading.
Fluency ILS 1B, 4AB	This week's read aloud: Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency. Students explain how to adjust rate to maintain fluency and comprehension.
Writing emphasis: creative	I can write a letter ILS 3A,B,C	I can write a poem. ILS 3A,B,C	I can write a poem or song. ILS 3A,B,C.	I can write poem or song ILS 3A,B,C.	Make your own writing yearbook— What I have learned about writing.
Content: Government	What is a nation? 14A,D	What kinds of governments are there? 14D	What choices does a government make? ILS 15 D,E	How does technology affect a country's development? ILS 15 D,E	Write and give examples of kinds and systems of government.
MATH <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>					Make a Math Glossary

Sixth Grade: Weeks 35-38 Curriculum Map

	Week 35	Week 36	Week 37-8
Word Knowledge ILS 1A	<i>Words of the Year—what we've learned.</i>	<i>Words of the Year—classify in different ways</i>	Synthesis: What words and word patterns have we learned?
Reading Strategies: <i>I CAN . . . with a variety of texts</i> Goals 1, 2	My favorite books—what I read that I like. ILS 2A,B; 1C	My favorite poem ILS 1B, 2B	Read Poems Synthesis: How do you read a story, a history, a poem, a textbook?
Fluency ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
Writing emphasis: creative	<i>7th grade prep: interview 7th grade, take notes.</i> ILS 3B	<i>Learning Yearbook: expand it—what have I learned about writing?</i> ILS 4BC	<i>Synthesis: How do you write well?</i> ILS 3C
Content: Discoveries	What have people discovered? ILS 11 A,B, C	What do I want to learn about-invent-discover? How will I do it? ILS 11 A,B, C	Write an illustrate and exhibit science discoveries—including your own invention.
MATH <i>Insert the math skills and strategies from the program you use.</i>			Make a math guide/booklet. Use math to describe situations and solve problems.
Math Words <i>List terms students will use this week.</i>			Make a Math Glossary