

**West Iron County Schools - Curriculum Map**

**Name of Teacher: L.M. Karwoski**

**Grade: 6<sup>th</sup>**

**Subject of Course: English**

	<b><u>Content</u></b> (The What of Teaching: Topics, Themes, Issues, Concepts)	<b><u>Skills</u></b> (What exactly we want the students to know about the content)	<b><u>Essential Questions</u></b> (Questions for students that reflect the skills we want them to learn)	<b><u>Benchmarks Addressed</u></b> (Reference to <u>The Michigan Curriculum Framework</u> – Should match the skills)	<b><u>Assessment</u></b> (Evidence of learning)	<b><u>Instructional Strategies</u></b> (How we teach – Resources, Specific Steps in Instruction, etc.)
September	<p>Grammar</p> <p>*Spelling Rules</p> <p>**"I before e except after c"</p> <p>*adding ed/es/ing to a noun or verb ending in y preceded by a consonant</p> <p>*adding suffixes to an adjective ending in y preceded by a consonant</p> <p>* plural of nouns</p> <p>*Spelling Units</p> <p>*DOL-daily</p> <p>*Rd. Comprehension</p> <p>WRITING The student will develop a purpose, consider the audience, and replicate author's styles and pattern when writing a narrative piece. Apply a pre-writing strategy (graphic organizers or web) to develop a plot, builds character, builds climax</p>	<p>-state the rule "I before e except after c"</p> <p>-spell words correctly using the rule</p> <p>-know exceptions to the rule</p> <p>-know rules for adding ed/es/ing to a noun or verb ending in y</p> <p>-know rule for adding er/est/ness/ly/ing to an adj. ending in y</p> <p>-know rules for forming plural forms of nouns</p> <p>-determine which rule applies to the words they are asked to spell</p> <p>-students should be able to construct a topic sentence (main idea)</p> <p>-students will focus on organizational</p>	<p>What does the rule mean?</p> <p>When do you use these rules?</p> <p>How do you determine which rule to use?</p> <p>What is a noun?</p> <p>What is an adj?</p> <p>What is a plural noun?</p> <p>What is a verb?</p> <p>When would you use a plural noun in a sentence.</p> <p>-What is a topic sentence?</p> <p>-How do I begin writing my paper?</p> <p>-What part do I write first?</p> <p>-How do I</p>	<p>W.GR.06.01</p> <p>W.PR.06.05</p> <p>W.HW.06.01</p> <p>W.AT.06.01</p> <p>W.SP. 06.01</p> <p>W.PR.06.01</p> <p>W.PR.06.02</p> <p>W.PR.06.04</p> <p>W.PR.06.03</p>	<p>Daily oral language</p> <p>Spelling units</p> <p>Spelling tests</p> <p>Orally relate spelling rules</p> <p>-Rough drafts (sloppy copies) to be edited by teacher/peers</p> <p>-Final copy</p>	<p>Overhead transparencies of DOL</p> <p>Spelling packets-</p> <p>-pre-writing/writing notes (handout)</p> <p>-notes on overhead</p> <p>-writing exercises</p> <p>-sample writings on overhead</p>

	<p>Draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of the audience.</p>	<p>skills in writing          -Students will pre-write using an appropriate method (graphic organizer)          -students will create multiple drafts in order to perfect a final draft          -students will learn to proofread and edit through cooperative learning          -learn to write for a specific audience          -students will follow writing guidelines: introduction, body, &amp; conclusion          -Use editor's marks to proofread/edit</p>	<p>organize effectively?          -Which editor's marks should I use?          -Did I follow the checklist for criteria?          -Do my sentences flow smoothly?          -How can I conclude my paper effectively?          -Did I use vocabulary sufficient to grade level?</p>			
October	<p><b>GRAMMAR</b>          Students will use periods, question marks, exclamation marks, commas, semicolons, and colons to make their writing clear.          *Spelling Units          *DOL-daily          *Rd. Comprehension</p> <p><b>WRITING</b> The student will exhibit individual style and voice to enhance the written message throughout the year</p> <p><b>LITERATURE:</b>          "Touching Spirit Bear"</p>	<p>Define the term defiant          Know the people Cole could trust          Why Garvey kept visiting</p>	<p>What methods did the people who used their anger constructively</p>	<p>W.GR.06.01          W.HT. 06.01          W.AT.06.01</p> <p>W.SP.06.01</p> <p>W.PR.06.01          W.PR.06.04</p>	<p>DOL transparencies</p> <p>Rough drafts to be edited by peers and teacher</p> <p>Paragraph</p>	<p>Prewrite-writing notes          Notes on overhead samples on overhead          Sample on board          Handouts</p> <p>Class</p>

	<p>Students will describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literacy merit.</p>	<p>Cole Describe a time when they felt defiant Know what Cole does to escape the island? Know the purpose of Circle Justice Answer why the spirit bear made Cole so angry Define banishment Why has Cole become a violent juvenile offender? Describe the episode that Cole has w/the bear How does Cole begin to learn and grow.</p>	<p>employ to get things done? How could people who used their anger destructively have some something constructive instead? How do you handle your own anger? How did Cole Mathews deal with his anger? Was it constructive or destructive? What is Circle Justice?</p>	<p>R.NT.06.01</p>	<p>writing on : A time when they were strongly impacted by an outside force? What happened? Why do you remember it? How did it change you? Cole learns not to lie to himself- write about a time when you lied to yourself, and you knew it. Cole chopped up his potential canoe to keep from acting on his lie. What did you do to protect yourself from that lie?</p>	<p>discussions Literary circles</p>
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November	<p>GRAMMAR Students will use italics, quotations marks, apostrophes, and hyphens to make writing clear. Capitalization: Students will follow six major rules of capitalization in determining when to capitalize. They will use capitalization appropriately to make their writing clear.</p> <p>*Spelling Units *DOL-daily *Rd. Comprehension *Poetry</p> <p>LITERATURE “Harris and Me” Student will analyze the structure, elements, style and purpose of narrative genre including folktales, fantasy, adventure, and action stories</p>			<p>W.GR.06.01 W.HW..06.01 W.AT.06.01</p> <p>W.SP. 06.01</p> <p>R.NT.06.06.02</p>	<p>DOL transparenci es Text</p>	
December	<p>GRAMMAR *The Sentence: Simple and complete subjects and predicates Verb phrases Compound subjects and verbs Simple, compound, declarative, interrogative, imperative, and exclamatory * Use and identify common and proper nouns,</p>			<p>W.GR.06.01 W.HW.06.01 W.AT. 06.01</p>		

	<p>pronouns,,primarily personal and possessive , and adj. Use and identify verbs, adv, prepositions, conjunctions, and interjections.</p> <p>*Spelling Units-daily *DOL-daily *Rd. Comprehension *Poetry</p> <p>LITERATURE “ Holes” Students will analyze how dialogue enhances the plot, characters, and themes, differentiates major and minor characters and builds climax.</p>	<p>Define stories vocab Why wasn't it necessary to have fences at Camp Green Lake? Why did campers welcome a scorpion bite? Why was Camp Green Lake an unlikely name for the place Stanley was sent?</p>	<p>Explain the pun used in naming the boy's recreation area Examine Stanley's incomplete letter to his mother? It was written in a positive tone. Which items in it were actually true? Which were not? Why was it surprising that X-Ray was the leader? Characterize the Warden. What event caused Stanley to realize that he was again in the wrong place at the wrong time. How did Mr. Sir get even with Stanley for the Warden's behavior. Why did Stanley change his mind and decide to</p>	<p>W.SP. 06.01</p> <p>R.NT.06 03</p>		
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	<p>dialogue, imagery, mood, and understatement to develop the plot, characters, point of view and theme.</p>					
February	<p>GRAMMAR</p> <p>*Speaking- students will conduct themselves approp. While using the Telephone, giving Directions, giving Explanations, giving a book report and participation in group discussions.</p> <p>Listening- students will listen courteously, listen for speaker's purpose and main ideas, listen carefully to instructions, distinguish between fact and opinion, listen for logical reasoning, and evaluate opinions on television.</p> <p>*Spelling Units *Rd. comp</p>			<p>W.SP.06.0 1</p> <p>R.NT.06.0 4</p>		

	<p>*DOL-daily</p> <p>LITERATURE Continue “Fever” Students will respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.</p>				
March	<p>GRAMMAR In the context of writing correctly, use style conventions and a variety of grammatical structures in writing.</p> <p>Spelling Units DOL Rd. comp</p> <p>LITERATURE “The Great</p>	<p>What is a verb? Identify an action verb? Identify linking verbs in a sentence. Know a helping verb helps the main verb to express action or makes a statement What is a preposition? What is a prepositional phrase? What is a conjunction? What is an</p>	<p>Students will identify and use the parts of speech known as verbs, adverbs, prepositions, conjunctions, and interjections. The adverb modifies a verb or adjective. The conjunction joins parts of sentences or whole sentences.</p>	R.NT.06.0 3	<p>Pretest Worksheets Post test</p> <p>Brainstorming predictions Prediction chart Story Map Attribute</p>

	<p>Gilly Hopkins Analyze how the dialogue enhances the plot, characters and themes, differentiates major and minor characters and builds climax.</p>	<p>interjection?</p> <p>Have you been separated from a parent or family member for a period of time? How did you feel about the separation? What was the hardest part? Have you ever been frightened? What made you afraid? What was the situation? Did you try to bluff, to act tuff? How did you overcome fear</p>				<p>Wed T-diagram</p>
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		Why did the sight of the ship on the movie screen make Albert cry.?	been different if Albert had never come to be Lily's friend? Would you recommend this book to a friend? Why or why not?			
May	LITERATURE " Alan and Naomi" Describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary lit recognized for quality & merit. Analyze structure, elements, style, and purpose of narrative genre including folktales,	Define vocab Why do you think Alan decided to help Naomi? Why did he have to keep it such a secret? What did Mrs. Liebman caution Alan not to do? Will Alan get Naomi to talk? Why didn't Alan tell	What is the setting? Main characters? What is the problem or conflict? Can Alan have two very different kinds of friends- Naomi and Shaun? How do you think Alan will try to make up with Naomi- Yvette? What made	R.NT.06.0 1 R.NT.06.0 2 R.NT.06.0 3 R.NT.06.0 4		Vocab activities Comparison chart Graphic organizers T-charts Venn diagrams Prediction chart Character web Attribute web Story map

	<p>fantasy, adventure, and action. Analyze how dialogue enhances the plot, characters, and plot.</p>	<p>Shaun about the errand? Why hadn't Alan told Shaun the truth about Naomi long before? Do you think the conclusion of the novel was realistic? Do you find the characters in the book "real" How did the author bring them to life for you?</p>	<p>WWII real for Alan? If Alan had kept a diary, what kind of entry would he have made for these days? How important was the setting to the story? Could the story take place in another time and place?</p>			
June						