

Planned Course of Study

English

Grade 6

English Department

Salisbury Township School District

1140 Salisbury Road

Allentown, PA 18103

ENGLISH 6

Overarching Writing/Grammar Question

WHAT IS A SENTENCE?

Overarching Literature Question

HOW DOES LITERATURE TELL A STORY?

Essential Questions

- What is a story?
- What kinds are there?
- What do I like?
- Why do I read?

**English
Grade 6
Full Year**

Writing Curriculum

Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ol style="list-style-type: none"> 1. State the topic of a paragraph. 2. Identify the topic sentence and supporting details in a paragraph. 	<ul style="list-style-type: none"> • Read newspaper or magazine articles and find the topic sentence in each paragraph. • Divide the class into four teams. Have each team pick a subject. Then have the team list on the chalkboard as many details about the subject as possible. 	<ul style="list-style-type: none"> • Discuss topics found. • Check lists. 	<ul style="list-style-type: none"> • 1.5.5A • 1.5.5B
Resources/Materials			
Text – Houghton Mifflin <u>English</u>			
Additional Resources/Inter-disciplinary Relationships			

**English
Grade 6
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Writing Curriculum			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <p>3. State the components of a 3.5 and 3.8 paragraph.</p> <p style="margin-left: 20px;">a. Topic Sentence Supporting detail Supporting detail Supporting detail Conclusion</p> <p style="margin-left: 20px;">b. Basic transitional words and phrases.</p> <p>4. Identify the organization of a 3.5 and 3.8 paragraph.</p>	<ul style="list-style-type: none"> • Graphic organizer of 3.5 and 3.8 paragraph components. • Select paragraphs that follow the format . 	<ul style="list-style-type: none"> • Proper use of format. • Read and discuss. 	<ul style="list-style-type: none"> • 1.5.5B • 1.5.5B • 1.5.5C • 1.5.5B
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Writing Curriculum			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
All students will understand 5. Process Writing a. Pre-write. b. Write a first draft. c. Revise and edit. d.. Publish.	<ul style="list-style-type: none"> • Graphic organizers. • Write a 3.5 paragraph. • Read Around with Post-It notes. • Type final copy on the computer. 	<ul style="list-style-type: none"> • Check organizer. • Checklist. • Peer evaluation. • Grade using PSSA rubric. 	<ul style="list-style-type: none"> • 1.5.5C • 1.5.5C • 1.5.5E 1.5.5F • 1.5.5G
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Grammar Curriculum			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ol style="list-style-type: none"> 1. Identify declarative, interrogative, imperative and exclamatory sentences. 2. Identify the complete subject and predicate of a sentence. 3. Identify simple subject and simple predicate of a sentence. 	<ul style="list-style-type: none"> • Examine a page from a novel and identify each type of sentence. • From your reading, choose five sentences and identify complete subject and predicate in each. • Circle simple subjects and underline simple predicates in the five sentences. 	<ul style="list-style-type: none"> • Pair share. • List on board. • Circle and underline on board, evaluate by class. 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
Text – Houghton Mifflin <u>English</u>			
Additional Resources/Inter-disciplinary Relationships			

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Grammar Curriculum			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ol style="list-style-type: none"> 4. Identify the subject in imperative and interrogative sentences. 5. Identify compound subjects and predicates. 6. Recognize the connecting words that join parts of a of a compound subject. 	<ul style="list-style-type: none"> • Textbook/worksheet activities. • Flashcard activity. • Highlight connecting words in a story. 	<ul style="list-style-type: none"> • Grade worksheet. • Count correct combinations. • Pair/share. 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
Text – Houghton Mifflin <u>English</u>			
Additional Resources/Inter-disciplinary Relationships			

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Grammar Curriculum			
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<p>All students will</p> <ul style="list-style-type: none"> 7. Identify compound sentences and connecting words. 8. Identify and, or and but as conjunctions. 9. Combine simple sentences to form complex sentences, using appropriate subordinating conjunctions. 	<ul style="list-style-type: none"> • Sentence flashcards. • Highlight conjunctions in stories and memorize. • Write a few related simple sentences on the board. Ask students to combine any two of the sentences, using a conjunctions. 	<ul style="list-style-type: none"> • Read out loud. • Partner check. • Share with class. 	<ul style="list-style-type: none"> • 1.5.5D 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
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<p>All students will</p> <p>10. Identify common and proper nouns.</p> <p>11. Identify singular and plural nouns.</p> <p>12. Identify possessive nouns.</p> <p>13. Combine sentence using appositives.</p>	<ul style="list-style-type: none"> • Newspaper search. • Treasure Hunt. • Worksheets. • Write a paragraph about your favorite kind of music. Describe the music, tell who performs it and mention specific songs or pieces. Use at least 3 appositives. 	<ul style="list-style-type: none"> • Peer comparison. • Dictionary check. • Grade. • Share with class. 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
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<p>All students will</p> <p>14. Identify adjective and the nouns or pronouns they modify.</p> <p>15. Use the comparative and superlative forms of adjectives that are formed by adding er or est, more or most.</p> <p>16. Form proper adjectives from proper nouns.</p>	<ul style="list-style-type: none"> • Describe items found in the room. Write adjectives on the board. • Worksheets. Sentence writing. • List proper nouns on board, discuss related proper adjectives. 	<ul style="list-style-type: none"> • Correct identification of object. • Graded worksheet/ share. • Compare relationships. 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
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<p>All students will</p> <p>17. Identify action verbs in sentences.</p> <p>18. Identify a verb phrase, distinguish between main verbs and auxiliaries.</p> <p>19. Identify direct objects.</p> <p>20. Identify linking verbs.</p>	<ul style="list-style-type: none"> • Pantomime action verbs. • Memorize the auxiliary verbs. • Worksheet. • List action verbs on board and state an object that receives the action. • Memorize list/worksheet. 	<ul style="list-style-type: none"> • Correct identification. • Quiz • Group check list. • Quiz 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
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Additional Resources/Inter-disciplinary Relationships			

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<p>All students will</p> <p>20. Identify verbs as being in the present, past and future tense.</p> <p>21. Identify the principal parts of a regular and irregular verb.</p> <p>22. Use verb forms that agree in number with their subjects.</p>	<ul style="list-style-type: none"> • Math action chart. • Circle each regular main verb and underline each irregular main verb in a given paragraph. • Cloze exercise. 	<ul style="list-style-type: none"> • Correct charts. • Quiz • Share with Partner. 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
Text – Houghton Mifflin <u>English</u>			
Additional Resources/Inter-disciplinary Relationships			

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<p>All students will</p> <p>23. Identify contractions in a sentence and state words that make contractions.</p> <p>24. Identify adverbs and the verbs, adjectives and adverbs they modify.</p> <p>25.. Use the comparative and superlative forms of adverbs correctly.</p>	<ul style="list-style-type: none"> • Have students give directions on how to make something. List adverbs. • Worksheets and text exercises. • Round robin exercise. 	<ul style="list-style-type: none"> • Quiz • Correct worksheets and exercises. • Share. 	<p>1.5.5F</p> <p>1.5.5F</p> <p>1.5.5F</p>
Resources/Materials			
Text – Houghton Mifflin <u>English</u>			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <p>26. Identify prepositions and prepositional phrases in sentences.</p> <p>27. Identify pronouns and their antecedents.</p> <p>28. Distinguish between subject and object pronouns.</p> <p>29. Identify and use possessive pronouns correctly.</p> <p>30. Identify indefinite pronouns.</p>	<ul style="list-style-type: none"> • Memorize list and enhance sentence writing. • Word Game. • Memorize list. • Memorize list and compare and contrast with contractions. • Flash cards game. 	<ul style="list-style-type: none"> • Quiz and share sentences. • Correct identification. • Quiz • Quiz • Share with team. 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
Text - Houghton Mifflin <u>English</u>			
Additional Resources/Inter-disciplinary Relationships			

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Grammar Curriculum			
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<p>All students will</p> <p>30. Use end punctuation correctly.</p> <p>31. Use capitalization rules correctly.</p> <p>32. Use commas correctly in a series, direct address, after introductory words and to set off an appositive.</p> <p>33. Use quotation marks correctly in dialogue and titles.</p> <p>34. Use abbreviations correctly.</p>	<ul style="list-style-type: none"> • Daily Oral Language Warm-ups. • Daily Oral Language Warm-ups. • Daily Oral Language Warm-ups and text exercises. • Text exercises. • Text exercises. 	<ul style="list-style-type: none"> • Proper usage in daily work. • Proper usage in daily work. • Proper usage in daily work. • Quiz. • Quiz. 	<ul style="list-style-type: none"> • 1.5.5F • 1.5.5F • 1.5.5F • 1.5.5F • 1.5.5F
Resources/Materials			
Text – Houghton Mifflin <u>English</u> <u>Daily Oral Language Warm-ups</u>			
Additional Resources/Inter-disciplinary Relationships			

Grammar Curriculum: Vocabulary and Spelling

Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <p>35. Pronounce, define and identify the parts of speech for vocabulary words.</p> <p>36. Use antonyms and synonyms to convey meanings.</p> <p>34. Use and understand vocabulary words in context.</p> <p>35. Learn to spell a list of 12 – 20 words.</p>	<ul style="list-style-type: none"> • A variety of exercise formats will provide practice and aid in recognition, recall and application of the words. • Text exercises. • Reading passages, incorporating the words, reinforce the important link between vocabulary and reading comprehension. • Memorize spellings. 	<ul style="list-style-type: none"> • Completion of exercises with accuracy. • Completion of exercises with accuracy. • Proper usage in writing. • Weekly test. 	<ul style="list-style-type: none"> • 1.5.5E • 1.5.5E • 1.5.5E • 1.5.5F
Resources/Materials			
Vocabulary Workshop – Levels 5 and 6			
Additional Resources/Inter-disciplinary Relationships			

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Reading/Literature Curriculum			
Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
See Reading Curriculum.			
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			