

6th GRADE READING/LANGUAGE ARTS

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Welcome to 6th grade! It is my pleasure to be your child's reading teacher for the 2019-2020 school year. Teaching is the most rewarding profession. This will be my twenty-fifth year in education. I have spent my whole teaching career at RCS and I am thrilled to be back in the classroom. Through communication with you and your child, this year will be very successful! Thank you for your involvement and commitment to making your child's education a success.

Class Description of Reading/Language Arts:

The 6th grade Reading curriculum involves reading fiction and nonfiction. We will be reading some novels, short stories, poems, and informational articles. We will also do research in the classroom. We will compare and contrast multiple texts while learning to cite evidence. We will discuss genre, author's purpose, main idea, inferences, vocabulary, text structure, reference sources, comprehension, and supporting details. We will also be covering parts of speech and combining sentences in grammar. In writing, we will be using some cross-curricular nonfiction texts. We will be comparing and contrasting texts in writing as well as writing for multiple purposes.

Goals for Reading/Language Arts:

- Understand the importance of reading in lifelong learning.
- Reading for meaning (with multiple purposes).
- Understand and use correct grammar when speaking/writing.
- Writing for various purposes and audiences.

Materials Needed:

- 1 1.5-2 Inch Binder
- 2-Composition notebooks
- 1 Pack of highlighters
- 1 Pack of ink pens
- 1 Pack of sticky notes
- Pencils
- Crayons, Markers, or Colored Pencils
- Paper

General Classroom Expectations:

Respect- “Respect others and they will respect you” -Anonymous

Each student that enters my classroom is expected to maintain respect with ALL individuals in the room. Respect means that you are saying appropriate things, raising your hand to speak, cleaning up after yourself, keeping your hands to yourself, completing assignments, following classroom rules, and showing what a unique person you are.

Room expectations- “Act as if what you do makes a difference, because it does” - Anonymous

I like to move students around in the classroom in order to maximize our learning. Please take your seats quickly and quietly. When you enter the classroom you should be ready to work. This means you should already have your pencil sharpened; your materials out, and are **READY TO LEARN!**

BE RESPONSIBLE! BE RESPECTFUL! BE READY TO LEARN!

- a. Respect yourself and others.
- b. No Bullying behaviors.
- c. Come to class prepared (All Class Materials and Homework)
- d. Follow the voice levels.
- e. Follow directions the first time given.

Academic Expectations:

Homework assignments are necessary and will be given to practice skills, but never as busy work or punishment.

Homework assignments are due and expected the next class period after they are assigned, unless otherwise indicated, and should be neat and complete. See chart below.

When homework is turned in:

Credit received:

Date Due	Full Credit
1 day late	20 points Deducted
2 days late	Zero points earned

Make up work is the student's responsibility in accordance with school policy.

Missed quizzes and tests should be made up promptly in accordance with school policy during study hall at recess.

All paper and assignments will be kept in binders using dividers for individual subject areas. Composition notebooks will be used for writing journals or note or an interactive notebook. Notebooks may be graded periodically.

Students will be required to record daily homework in the school provided assignment book. Students show your parents the assignment book and have them sign it at the end of each week.

Cheating will result in an automatic zero and after school detention.

The school system grading scale is used for all grades:

95 to 100	A
86% to 94%	B
85% to 76%	C
75% to 70%	D
69% and below	F

Reading Binder:

Organization is essential to being a successful student! Students will be responsible for keeping their notes, tests, texts, homework, quizzes, and other items in their reading binder. Binder checks will take place twice within each nine-week grading period. Students need to bring their Reading Binder, Assignment Book, and homework to class EVERY day.

Assignments:

Daily Assignments : Reading daily will be beneficial for student success. When an assignment is given, I expect assignments to be done by the dates given in class. Homework will be given on most nights(except Friday nights).

Quizzes: Quizzes will be announced at least one day ahead of time and an overview of the topic will be given.

TESTS: Each student will be assessed on reading and grammar skills covered that week. Students will use their notes to study for tests. They may also reread for comprehension or clarification. Some test grades will be taken from a culminating writing activity.

Reading Counts: Each student will be required to read one book (8 points or higher) per nine weeks and pass a test (70% or higher) on that book. If the book is not read by the due date or the test is not passed, the student will write a book report.

6th grade ELA

1st Nine Weeks

Texts:

Percy Jackson and The Lightning Thief

“A Hero’s Journey” (informational/nonfiction text)

“Key Elements of Mythology” (informational/nonfiction text)

“Prometheus” (informational/nonfiction text)

“Cronus” (informational/nonfiction text)

“Myths and Legends” (informational/nonfiction text)

“The Fates” (myth)

“Medusa and Athena” (myth)

“Theseus and the Minotaur” (myth)

“Shrouded in Myth” (myth)

Standards:

Literature: Key Ideas & Details 1 & 2, Craft & Structure 6, & Integration of Knowledge and Ideas 9

Writing: Text Types & Purposes 3 (a-e), Production & Distribution of Writing 4, 5, & 6

Language: Conventions of Standard English 1 (a-e) & Vocabulary Acquisition and Use 5(a)

I can... statements

Literature Skills:

I can cite textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.

I can determine the theme of a text and how it is conveyed through details.

I can provide a summary of the text without using personal opinions or judgments.

I can explain how the author develops the point of view of the narrator or speaker in a text.

I can compare and contrast stories, poems, and songs in terms of their approaches to similar themes.

Writing Skills:

I can write a narrative to develop real experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

I can engage the reader by establishing a context and introducing a narrator and/or characters.

I can organize an event sequence that unfolds naturally and logically.

I can use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.

I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

I can provide a conclusion that follows from the narrated experiences and events.

I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

I can develop and strengthen writing with guidance as needed by planning, revising, editing, rewriting, or trying a new approach.

I can use technology to produce and publish writing as well as interact and collaborate with others.

Language Skills:

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I can ensure that pronouns are in the proper case (subjective, objective, possessive).

I can use intensive pronouns (e.g. myself, ourselves).

I can recognize and correct inappropriate shifts in pronoun and number.

I can recognize and correct vague pronouns.

I can recognize variations from standard English in my own and others; writing, and identify and use strategies to improve expression in conventional language.

I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

I can demonstrate understanding of figurative language.

I can interpret figures of speech in context.

2nd Nine Weeks

Texts

“Superman and Me” (Autobiography)

“Beyond Thirst: The Global Water Crisis” (nonfiction/informational)

“You Are Drinking What?” (Nonfiction/informational)

“Desalination” (nonfiction/informational)

Standards (Tennessee's State English Language Arts Standards)

Reading Literature Key Ideas/Details 1,2,3

Craft and Structure 4,5,6

Informational Text Key Ideas and Details 1,2,3

Craft/Structure 4,5,6

Integration of Knowledge 7,8,9

Writing Text Types and Purposes 2

Production and Distribution of Writing 4,5,6

Research 7,8,9

Speaking and Listening Comprehension/Collaboration 1,2,3

Presentation of Knowledge and Ideas 4,5

Writing Skills – “I Can”

I can introduce a topic; organize ideas, concepts, and information.

I can use strategies such as definition, classification, comparison/contrast, cause/effect.

I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.

I can develop a topic with relevant facts, definitions, concrete details, quotations, etc.

I can use appropriate transitions to clarify the relationships among ideas and concepts.

I can use precise language and domain-specific vocabulary to inform or explain the topic.

I can establish and maintain a formal style.

I can provide a concluding statement that follows from the information or explanation given.

I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

I can, with some guidance and support from peers and adults, develop and strengthen my writing.

I can use technology, including the internet, to produce and publish writing.

I can conduct short research projects to answer a question, drawing on several sources.

I can gather relevant information from multiple sources, assess credibility of each source, and quote or paraphrase that information.

I can quote or paraphrase the information, avoiding plagiarism, and providing basic bibliographic information for sources.

I can draw evidence from literary or informational texts to support analysis, reflection and research.

Language Skills

*All parts of speech from 1st nine weeks will continue to be taught in cycles – ongoing.

I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

I can recognize variations from Standard English in my own and others' writing, and identify and use strategies to improve expression in conventional language.

I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

I can demonstrate understanding of figurative language.

I can interpret figures of speech in context.

3rd Nine Weeks

Texts

Bud, Not Buddy

Steve Job's Commencement Speech

"A Letter to Mrs. Roosevelt" (literature)

Oh the Places You'll Go

"The New Deal" (informational)

Rose's Journal: The Story of a Girl in the Great Depression (literature)

Standards (Tennessee's State English Language Arts Standards)

Reading Literature Key Ideas/Details 1,2

Craft/Structure 4,5

Informational Text Key Ideas/Details 1,2,3

Craft/Structure 4,5,6

Integration of Knowledge 7,8,9

Writing Text Types/Purposes 1

Production/Distribution 4,5

Research 7,8,9

Spelling/Listening Comprehension/Collab 1,2,3

Presentation of Knowledge and Ideas 4,5,6

Language Conventions 1,2

Knowledge of Language 3

Writing Skills

I can write support claims with clear reasons and relevant evidence, given an argument.

I can identify the argument and support the claim with clear reasons and relevant evidence.

I can write a formal style.

I can maintain a formal style in my writing.

I can create a concluding statement or section from an argument.

I can use precise language to improve my writing.

I can use domain-specific vocabulary to inform or explain a topic.

I can write clearly and coherently.

I can develop, organize, and maintain style, which is appropriate for task, purpose, and audience.

I can select and use a form of technology for publishing.

I can research information to answer a question, draw on several sources, and refocus the inquiry when appropriate.

Grammar Skills

All parts of speech, from the 1st and 2nd 9 weeks, will continue to be taught in cycles –ongoing.

I can demonstrate command of pronoun usage (case, intensive, shifts, antecedents).

I can ensure that pronouns are in the proper case (subjective, objective, possessive).

I can use intensive pronouns (e.g. myself, ourselves).

I can recognize and correct inappropriate shifts in pronoun number and person.

I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

I can recognize and correct variations from Standard English in my own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

I can use punctuation (commas, parenthesis, dashes) to set-off nonrestrictive/parenthetical elements.

I can spell correctly.

4th 9 weeks

Texts:

Frightful's Mountain

"Good Food-Good for Earth" (nonfiction/informational)

"Pesticides" (nonfiction/informational)

"Peregrine Falcons" (nonfiction/informational)

The Highest Tide (literature)

Literature

Craft and Structure, 4, 5

Integration of Knowledge and Ideas 7

Writing

Production and Distribution of Writing, 4, 5, 6

Research to Build and Present Knowledge, 9a

Speaking and Listening

Comprehension and Collaboration 1 (a-d), 2

Presentation of Knowledge and Ideas 4, 5

I Can...

I can determine the meaning of unfamiliar words based on context clues.

I can determine the figurative and connotative meanings of words.

I can compare and contrast reading a story with another version of the text.

I can use technology to produce and publish writing.

I can draw evidence from literary texts to support my analysis.

I can use multimedia components in a presentation to clarify information.

I can analyze the impact of a specific word choice on meaning and tone of a text.

I can analyze how a particular sentence contributes to the development of theme, setting, or plot of a text.

I can engage in collaborative discussions.

I can interpret information presented in diverse media and formats.