

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 this school year. Teaching is the most rewarding profession. I have spent my whole teaching career at RCS and I am thrilled to be 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 2 Inch Binder
- 1-Composition notebooks
- 1 Pack of highlighters
- 2 packs of tabbed notebook dividers
- 1 Pack of sticky notes
- Pencils
- Crayons 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:

93% to 100%	A
85% to 92%	B
75% to 84%	C
70% to 74%	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.

6th grade ELA

1st Nine Weeks

Module 0

Poetry

- “A Poem for My Librarian, Mrs. Long (You never know what troubled little girl needs a book)”

Art

- “A Sleeping Gypsy”

Module 1

Core Texts:

- Bud, Not Buddy, Christopher Paul Curtis
- Out of The Dust, Karen Hesse

Supplementary Texts

Historical

- “The Drought,” PBS American Experience
- “Hooverilles,” History.com

Journalism

- “Hoover’s Prodigal Children: Hungry Times on Mean Streets,” Errol Lincoln Uys

Music

- “It Don’t Mean A Thing If It Ain’t Got That Swing,” Duke Ellington and Irving Mills

Photography

- Kentucky Flood, Margaret Bourke-White
- Migrant Mother, Dorothea Lange

Pottery

- “Mother To Son,” Langston Hughes

Video

- “1930s GM Sit-Down Strike,” History.com
- “Black Blizzard,” History.com
- “Migrant Mother Photo,” History.com

Standards:(Tennessee’s State English Language Arts Standards)

Reading Literary Text

RL.KID.6.1, RL.KID.6.2, RL.KID.6.3, RL.CS.6.4, RL.IKI.6.9, RL.RRTC.6.10

Reading Informational Text

RI.KID.6.1, RI.KID.6.2, RI.IKI.6.9, RI.RRTC.6.10

Writing

W.TTP.6.2, W.PDW.6.4, W.PDW.6.5

Speaking and Listening

SL.CC.6.1

Language

L.CSE.6.1, L.KL.6.3, L.VAU.6.4, L.VAU.6.5, L.VAU.6.6

2nd Nine Weeks

Module 2

Core Texts

Myth (Literary)

- *The Odyssey*, Gillian Cross
- *Ramayana: Divine Loophole*, Sanjay Patel

SUPPLEMENTARY TEXTS

Article

- “The Hero’s Journey Outline,” Christopher Vogler
- Audiobook
- *Odyssey* Book 23 Translated by E.V. Rieu. Read by Ian McKellen
- *The Ramayana*, Book 6 by Valmiki

Essay

- “A Practical Guide to Joseph Campbell’s *The Hero with a Thousand Faces*,” Christopher Vogler
- Journalism
- “Pixar Artist Sanjay Patel Gets Personal with ‘Sanjay’s Super Team,’” Rebecca Keegan

Myth

- *The Odyssey*, Trans. Geoffrey Steadman, Book 9
- *The Odyssey*, Trans. George Herbert Palmer, Book 23
- *The Odyssey*, Trans. Robert Fagles, Book 23
- *The Odyssey*, Trans. Robert Fitzgerald, Book 23
- *The Odyssey*, Trans. Samuel Butler, Book 23
- *The Odyssey*, Trans. Stanley Lombardo, Book 23
- *The Odyssey* Trans. T.E. Lawrence, Book 23
- *Ramayana*, Trans. Chakravarti Rajagopalachari, Book IV Yuddha Kanda

- *Ramayana*, Trans. K. M. K Murthy, Book IV Yuddha Kanda
- *Ramayana*, Trans. T. H. Griffith, Book IV Yuddha Kanda

Transcript

- “Ep. 1: Joseph Campbell and the Power of Myth — ‘The Hero’s Adventure,’” Bill Moyers and Joseph Campbell

Video

- “The Mythology of Star Wars,” Bill Moyers and George Lucas
- “Sanjay’s Super Team,” Sanjay Patel
- “What Makes a Hero?” Matthew Winkler

Standards: (Tennessee’s State English Language Arts Standards)

Reading Literary Text

RL.KID.6.1, RL.KID.6.3, RL.CS.6.5, RL.IKI.6.7

Reading Informational Text

RI.KID.6.1

Writing

W.TTP.6.3, W.PDW.6.4, W.PDW.6.5, W.PDW.6.6

Speaking and Listening

SL.CC.6.1, SL.PKI.6.4, SL.PKI.6.5, SL.PKI.6.6

Language

L.CSE.6.1, L.CSE.6.2, L.VAU.6.4, L.VAU.6.5, L.VAU.6.6

3rd Nine Weeks

Module 3

Core Texts

Historical Fiction Novel (Literary)

- *Blood on the River: James Town 1607*, Elisa Carbone

Scientific Account (Informational)

- *Written in Bone: Buried Lives of Jamestown and Colonial Maryland*, Sally Walker

SUPPLEMENTARY TEXTS

Painting

- *Nighthawks*, Edward Hopper
- *The Lighthouse at Two Lights*, Edward Hopper
- *Lighthouse Hill*, Edward Hopper

Scientific Article

- "Rethinking Jamestown," Jeffery Sheler

Speech

- "Address to Captain John Smith," Chief Powhatan

Websites

- [Jamestown Settlement 1607 Ships](http://Historyisfun.org), Historyisfun.org
- [Inside the Mayflower](https://www.wikimedia.org/), Wikimedia
- [Bermuda Voyage Map](http://Historyisfun.org), Historyisfun.org

Video

- “Innovation in Plain Sight,” Amy Herma

Standards (Tennessee’s State English Language Arts Standards)

Reading Literary Text

RL.KID.6.3, RL.CS.6.4, RL.CS.6.6, RL.RRTC.6.10

Reading Informational Text

RI.KID.6.2, RI.KID.6.3, RI.IKI.6.8, RI.IKI.6.9, RI.RRTC.6.10

Writing

W.TTP.6.1, W.PDW.6.4, W.PDW.6.5

Speaking and Listening

SL.CC.6.2, SL.PKI.6.4

Language

L.CSE.6.1, L.KL.6.3, L.VAU.6.4, L.VAU.6.5

4th 9 weeks

Module 4

CoreTexts:

Historical Account (Informational)

- *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance*, Jennifer Armstrong

Memoir (Informational)

- *I Am Malala: How One Girl Stood Up for Education and Changed the World*, Malala Yousafzai and Patricia McCormick

SUPPLEMENTARY TEXTS

Article

- "The Golden Hoard: An Ancient Afghan Treasure Is Recovered," Rachel Galvin (Handout 30A)

Artifact

- ["Bactrian Gold Crown," National Geographic](#)
- ["Bactrian Gold Crown," The Ancient World](#)

Painting

- *Snow Storm: Steam-Boat off a Harbour's Mouth*, Joseph Mallord William Turner

Speech

- “Malala Yousafzai – Nobel Lecture”

Video

- “Malala Yousafzai Nobel Peace Prize Speech,” Malala Fund
- *Lost Treasures of Afghanistan*, National Geographic

Standards:(Tennessee’s State English Language Arts Standards)

Reading Literary Text

RL.RRTC.6.10

Reading Informational Text

RI.CS.6.4, RI.CS.6.5, RI.CS.6.6, RI.IKI.6.7, RI.RRTC.6.10

Writing

W.TTP.6.2, W.PDW.6.4, W.RBPK.6.7, W.RBPK.6.8

Speaking and Listening

SL.CC.6.1, SL.CC.6.3

Language

L.CSE.6.1, L.KL.6.3, L.VAU.6.6