6th Grade Middle School Reading Syllabus 2025-2026

Teacher	**Ms. Stewart**
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Course Description	This course is designed to provide students with strategies and skills for reading and understanding 6th grade literary and informational texts competently and beyond. Some strategies and skills students will learn include making inferences, making predictions, visualizing, summarizing, synthesizing, and identifying cause and effect. Students will engage in explicit teacher-led instruction, guided practice, and small group instruction focused on the following pillars of reading: phonics, vocabulary, fluency, and comprehension.
Curriculum Resources	This course will use full-length texts and novels that incorporate research-based best practices, including explicit instruction and extensive practice in extensive vocabulary, fluency, and comprehension. Throughout the school year, the following extended texts will be read: • ***Saint Louis Armstrong Beach*** *by Brenda Woods* • ***Don't Call Me*** *a Hero by Ray Villareal* • *Additional short stories, poems, and analogies* Students will also have access to ClassLink (e-Library), which is an online library of texts on their website, and will explore Destiney's platform, Mackin Via, World Book Online, as well as have the opportunity to visit the media center in person for resources and class projects.
Rating Policy	**Rating Scale:** **The semester grade will be determined by:** **90% -100% Reviews A Major: 50%** **80% - 89% Minor B Evaluations : 40%** **70% - 79% Practice C : 10%** **Below 70% F** **Codes in Infinite Campus: Minimum grades each 9-week reporting period:** **NG** - No grade - At a minimum, two grades must be principal **I** - Incomplete - At a minimum, three grades must be lower **M** - Missing - At a minimum, three grades must be practiced
Rating Categories	**Major (50%):** An assignment or assessment of a cumulative nature that measures multiple reading strategies, skills, and standards. Specializations may include unit assessments, comprehension assessments, class projects. **Minor (40%): An** assignment or assessment that measures an individual reading strategy or skill or a subset of strategies/skills/standards within a unit. Minors may include questionnaires, constructed responses, and comprehension assessments. **Practice (10%):** Daily assignments, observations, and/or participation activities given in class or for homework to build prior skills and measure progress toward mastery of reading strategies, standards, and skills. Practice assignments can include class discussions, graphic organizers, reading responses, and exit tickets. Additional information can be found in the district's Grade/Report Center.
Missing/overdue work	**Student Absent from Work Due to Absence (Excused/Unexcused)** • Upon returning to school, students will have the same number of days they were absent to complete any assignments, assessments, and/or late/missing assignment(s) to earn full credit. • Teachers can begin deducting points from homework, assessment, and/or late/missing homework (maximum of a 25% deduction), but only after the deadline has not been met. A deadline is usually equal to the number of days the student was absent. • A zero may be entered in the gradebook, if a student fails to turn in a late or missing assignment, assessment, or assignment. **The student is present but does not turn in the homework, assessment, and/or homework** • Teachers can begin deducting points for an assignment, assessment, and/or late/missing assignment (maximum deduction of 25%). • A zero may be entered in the gradebook, if a student fails to turn in a late or missing assignment, assessment, or assignment.

	Additional information can be found in the district's Grade/Report Center.
Recovery Policy	Students will be able to retake all major assessments if they score less than 75% on the assessment. Students are limited to one retake attempt per primary assessment that meets the retake threshold. Recovery of an important evaluation must occur before the next specialization is administered. Students are eligible to earn a replacement grade on a make-up assessment that does not exceed 75%. If the retake grade is below the original score, the original score must remain in the gradebook. The original score must be noted in the comments section of the gradebook if a student makes up an important assessment. Additional information can be found in the district's Grade/Report Center.
Artificial intelligence	**The responsible use of AI is encouraged with the permission of the teacher:** Students are encouraged to use AI tools responsibly in this course with teacher permission to help with their learning and assignments. AI can serve as an aid to improve understanding and interaction with course content, within the boundaries of academic integrity. All AI-generated content must be accurately cited, and students are responsible for the correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI results to ensure that they meet academic standards. The use of generative AI, without proper citation, is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.
Non-academic skills	Teachers in grades 6-12 will provide feedback on the following non-academic skills: • Self-direction: The student follows instructions and procedures, maintains attention during class, and/or resists distractions. • Collaboration: The student works well with others, asks for help when needed, and/or shares ideas. • Problem Solving: The student can describe a problem, finds more than one way to solve a problem, and/or is aware that all actions have results. • Work Habits: The student comes prepared for class, manages time and materials, and/or stays focused on homework. Teachers will use the following key to inform non-academic skills critical to student success: • Constantly demonstrate • Often demonstrates • Sometimes he shows • Rarely demonstrates Feedback will be reported in a separate section of academic performance every 9 weeks (approximately 2 months) on the progress report/report card.
Student Supports	English learners, students with disabilities, and students with 504 plans will receive accommodations and/or modifications in all major and minor assessments and practice assignments as identified in their IEP, EL Strategy and Accommodation Plan, and/or 504 Adaptation Plan. These plans are developed by designated teams and are based on the individual needs of students.
Communication to parents	Grades are available to view and monitor through Infinite Campus. Communication with parents/guardians about the student's academic progress will include: • Progress reports (every 4.5 weeks) • Report cards (End of semester: 18 weeks and 36 weeks) Additional communication with parents/guardians will occur when a student: • In danger of not meeting expectations and/or your course average falls below 70 • In danger of retention and/or its retention will be recommended • In danger of receiving an incomplete for the term and/or course • In danger of not graduating or failing a class required to graduate • Recommended for changing a class or placement level
School Website	https://campcreek.fultonschools.org/