



6th Grade English Syllabus 2025-2026

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Course Overview

Welcome to 6th Grade English Language Arts. This course is designed to help students become strong, confident readers, writers, and thinkers. Through reading novels, writing across genres, and engaging in academic discussions, students will deepen their understanding of literature, language, and themselves.

This year serves as a bridge between elementary and middle school expectations. Students will be challenged to analyze texts more deeply, support their thinking with evidence, and explore more mature themes and authors. Texts will cover topics such as identity, justice, resistance, grief, courage, and belonging—all discussed in developmentally appropriate, thoughtful ways.

In addition to strengthening foundational reading and writing skills, students will be introduced to academic vocabulary, structured essay writing, and collaborative discussion techniques to prepare them for the rigor and independence expected in 7th grade.

Course Textbooks and Core Novels

We will continue using the Houghton Mifflin Harcourt *California Collections* 6th Grade ELA Textbook, which includes a variety of short stories, nonfiction texts, poetry, and paired media. In addition, I will be piloting several new ELA curriculum resources this year as part of our school's textbook adoption process for the 2026–2027 school year.

First semester novel studies:

- *The Unteachables* by Gordon Korman
- *Harry Potter and the Sorcerer's Stone* by J.K. Rowling
- *Number the Stars* by Lois Lowry

Second semester novel studies:

- *We Dream of Space* by Erin Entrada Kelly
- *Percy Jackson and the Olympians: The Lightning Thief* by Rick Riordan
- *Insignificant Events in the Life of a Cactus* by Dusti Bowling

We will also incorporate a range of short stories, nonfiction articles, poetry, and picture books to support standards-based instruction and skill development.

Supplies Needed

- One composition notebook (Reading Journal)
- Two spiral notebooks (Notes/Writing Notebook)
- Pencils, highlighters
- Glue sticks
- Scissors
- Crayons.
- Independent reading book (students should always have one)

Assessment & Grading

In 6th Grade ELA, your grade reflects your effort, mastery, and creativity. You'll be assessed in a variety of ways—some while you're learning and practicing (formative), and others after you've had time to build your skills and demonstrate your understanding (summative). This structure supports a growth mindset and rewards consistent effort, original thinking, and the ability to revise and improve. Grades will be updated regularly in Aeries, and students and families are encouraged to check progress often and reach out with any questions.

Formative Assessments – 35% of Final Grade

Formative assessments are “checkpoints” during learning. These help you (and me) track progress, identify strengths, and address areas for improvement. They are usually lower-stakes and help prepare you for summative tasks. These tasks focus on effort, participation, and growth.

Examples:

- Reading journals and annotations
- Writing drafts and quick writes
- Participation in group discussions or writing workshops
- Independent practice activities

Summative Assessments – 65% of Final Grade

Summative assessments occur after instruction and are designed to measure what you have learned. These higher-stakes assessments evaluate how well you understand key science concepts and how effectively you can apply your knowledge independently. They demonstrate your mastery of the material.

Examples:

- Final essays and narrative writing
- Literary responses and assessments
- Projects and presentations
- Tests and quizzes

Effort, Mastery, and Creativity Matter

Grades are not just about getting the right answer. In this classroom, students are recognized for:

- Consistent effort and participation
- Willingness to revise and reflect
- Creative approaches to storytelling and analysis
- Growth over time, not just performance on one task

Grading Scale

Letter Grade	Percentage Range	Description
A	90–100%	Excellent understanding and consistent effort
B	80–89%	Proficient understanding with solid effort
C	70–79%	Basic understanding; may need improvement in effort or accuracy
D	60–69%	Limited understanding; significant improvement needed
F	59% and below	Incomplete understanding; requires additional support

Class Expectations

- Be prepared each day with materials and a positive attitude.
- Respect yourself, your classmates, and your learning environment.
- Stay focused and participate actively.
- Follow routines, including table group systems and behavior supports.
- Always strive to improve and grow through effort and reflection.

Behavior Expectations: We SOAR in English

In our classroom, we follow our school's PBIS expectations by striving to SOAR every day:

S – Strive to Be Your Best

- Come prepared with your Chromebook, journal, and supplies

- Stay engaged, participate actively, and give your best effort
- Embrace challenges and keep a growth mindset

O – Own Your Actions

- Follow directions the first time
- Take responsibility for your work, choices, and behavior
- Admit mistakes and work to fix them—we're all learning together

A – Act Responsibly

- Use time wisely and stay on task
- Handle lab materials and technology with care
- Keep your space organized and clean

R – Respect All

- Listen when others are speaking
- Use kind and appropriate language
- Value all ideas and contributions during group work
- Treat classmates, teachers, and materials with care

If Expectations Aren't Met

We will use restorative practices and reflection when needed. Consequences may include:

- Reminder and redirection
- Private check-in or behavior reflection
- Parent/guardian contact
- Office referral (for repeated or serious concerns)

We SOAR not just in behavior, but in how we treat others and take pride in our work. Let's build a classroom where everyone feels safe, supported, and excited to learn.

Lunch Detention Policy

To support positive behavior and provide a structured opportunity for reflection, our 5th and 6th grade team has established a **lunch detention rotation**:

- Each 5th/6th grade teacher will be assigned one day per week to supervise lunch detention.
- Students who receive detention on that day **or after lunch the previous day** will attend lunch detention with the assigned teacher.
- Lunch detention is a time for students to reflect on their choices, complete missed work, or discuss ways to improve behavior moving forward.
- Students will be walked to the cafeteria to get their lunch and return to the classroom to eat.

We are working to ensure consistency and fairness in addressing behavior while keeping students engaged in a positive way.

Contact Information

Please contact me at any time via email (tayers@aadusd.k12.ca.us) if you have questions or concerns. I believe in open communication and working as a team to support student success.

Syllabus Scavenger Hunt

Instructions:

1. Work independently.
2. Use your syllabus to find the answers to each question.

Materials

What are the materials you need to have for this class?

Grades

One of the areas your grade is based on is “formative.” Name the another.

Core Novel

Which core novel takes place during World War II?

Piloting This Year

In addition to our current textbook, what is Ms. Ayers piloting?

Project Type

Name one way we might show learning besides a test.

Grade Updates

Grades will be updated regularly in what program?

Creativity

True or False: Creativity is part of how you are graded in this class.

Teamwork

What’s one quality we want in our class community?