

Ms. Atkinson’s 2015-2015 6th Grade Language Arts Syllabus

**Sixth Grade Language Arts Curriculum Standards Overview:**

**Reading**:

During the middle-grade years, students refine their reading preferences and lay the groundwork for being lifelong readers. Sixth-grade students apply skills they have acquired in the earlier grades to read and interpret more challenging texts (both on their own and with their peers). They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. They also learn to respond to texts in a variety of ways.

**Vocabulary**:

In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. As they learn to master texts that use complex vocabulary, they transfer knowledge of language into their own writing and speaking.

**Writing**:

In sixth grade, students use formal and informal writing strategies to entertain, inform, describe, and persuade. They plan, draft, revise, edit, and publish narrative, persuasive, descriptive, and expository writing.  The district requires 50% of the assignments in class should be composed of informal and formal writings.

**Grammar**:

Students learn the correct use of Standard American English conventions in their own writing and in the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

**Research**:

The research process offers adolescents the opportunity to be actively involved in learning about topics relevant to their lives and appeals to their interests. Researching is a lifelong skill.

**Addressing Individual Needs**:

I will guide students through activities, repeat difficult activities for mastery, and work individually with students as needed.  I will use writing and reading workshops to give direct instruction, show models, follow rubrics and/or conduct mini-lessons showing them how to do an activity.  They will be given time to practice the activity as a group, individually, or with the teacher’s help.  Then the class will share what was learned, ask questions, and focus on how they will be assessed.

**What texts will students read?**

1. Textbook:
	1. The adopted textbook is **Holt Elements of Literature: Collections Grade 6.** This textbook is available to all students in an eBook version. Each student has a student log-in which has been provided by the teacher. The eBook is available offline as well. The textbook is divided into 6 different collections. The collections are the following: What is fear? Animal Intelligence, Dealing with Disaster, Voice’s Heard, Decisions that Matter, and What Tales Tell.
2. Novels:
	1. 1st Nine Weeks Novel: Student Choice (Summer Reading)
	2. 2nd Nine Weeks Novel: *We Can’t all be Rattlesnakes*
	3. 3rd Nine Weeks Novel: *Under the Persimmon Tree*
	4. 4th Nine Weeks Novel: *Bud, not Buddy*
3. Informational Texts:
	1. Students will read a variety of informational text from magazines, newspaper articles, journals, diaries, and other sources.

**What assessments will my student(s) take?**

1. Weekly vocabulary quizzes
	1. Students will receive ten words every Monday and vocabulary quizzes will be given each Friday. Vocabulary words are selected by what we are covering each week. The students are exposed to the vocabulary words and the students use the words in context. Vocabulary homework is due every Friday unless noted.
2. Classwork Assignments
	1. Classwork assignments will be graded. I do not believe in busywork. If I assign a task, I believe the assignment has important skills and is needed to assess the students. These assignments will receive a grade.
3. Grammar Exercises
	1. Students will be exposed to grammar rules using their own writing. Students will be able to identify and use the part of speech correctly. Students will take in-class quizzes on grammar. Bell work is composed of grammar practices. The bell work will be collected each Friday for a grade.
4. Article of the Week
	1. Students will receive an Article of the Week biweekly. Students will have one week to complete the assignment. The Article will be selected by the teacher and students can also submit Articles which will be considered.
5. Projects
	1. Students will be assigned at least one project a nine weeks. Each project will count as major grade and students will have at least one week to complete the project.
		1. 1st Quarter Project: Summer Reading/Novel Assignment
		2. 2nd Quarter Project: Informational Text Poster
		3. 3rd Quarter Project: TBD
		4. 4th Quarter Project TBD
6. Novel Study
	1. Throughout each novel study, students will take a variety of assessments like role playing, presentations, comprehension quizzes, and more.
7. Tests
	1. For each collection, there will be one test. The test will be at the end of the nine weeks and will cover material for the current nine weeks.
	2. Students will have a grammar test every 4 weeks. They will be able to use their grammar practices on the test.
8. Homework
	1. Homework is expected to be turned in the next day unless otherwise noted. All assignments are made available offline. If your student does not have access to internet at home, the homework can still be completed. Since all homework can be completed without wi-fi, not having wi-fi is not an excuse for not completing the assignment,
9. Writing Assessments:
	1. Students will write following prompts, journal entries, responses to literature, and other assigned writing.
10. Other
	1. Students will complete other assessments mentioned. These assignments will be posted on Google Classroom.
11. Interactive Student Notebook
	1. Students are expected to keep all classroom notes, reflections and other instructional materials in their student interactive notebook. These will be graded every nine weeks and periodically unannounced checks.

**Ms. Atkinson’s Rules and Expectations**

1. Positive Attitude
2. Willingness to learn
3. Respect peers and adults
4. Be accountable
5. Have fun!