



Sixth Grade English Language Arts and Reading 6A/6B

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Conference Period: 3rd period--10:04-10:51

Tutoring Opportunities: Before School at 7:45AM on Tuesdays and Fridays
Other times available by appointment

Class Materials:

- 2 composition books and a folder to be kept in the classroom
- Pens, pencils, notebook paper
- Independent reading book
- Canvas access online
- Binder with the school planner

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

406021/406041 English Language Arts and Reading 6A/6B

This two-period course emphasizes the reading-writing connection as well as listening, speaking, and critical thinking. Students will engage in vocabulary, grammar study, and research and will read and write in various genres, including literary (fiction, poetry, and drama), informational, and argument text. This course focuses on independent, student-selected reading and whole-class mentor texts while allowing students to deepen their skills of comprehension, response, and author's purpose and craft.

Course Goals:

A central goal of the English language arts and reading (ELAR) department is to establish and support a consistent reading habit in the busy lives of students, which is a shared partnership between teachers, students, and parents. In ELAR classes, students will engage in both required and self-selected texts. Through both assigned and independent reading, students will continue to develop their confidence, build vocabulary, increase reading fluency and stamina, and improve their writing skills.

Students who complete this course successfully will be able to:

Reading Goals

- Students will develop stamina for independent reading practices as well as working efficiently with reading partners and small groups in order to increase comprehension.
- Students will navigate fiction and nonfiction texts while analyzing the features of each genre.
- Students will delve deeper into reading by making connections across genres.

Writing Goals

- Students will develop stamina to create focused genre based writing.
- Students will utilize and understand foundational moves of literary and informational writing.

- Students will practice conferring with partners and small groups in order to revise, edit and publish pieces.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/3 of the semester grade.
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by a student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

Outside of Class

Students will responsible for weekly homework assignment and studying their Greek/Latin roots, prefixes and suffixes as assigned. In addition, students are responsible for completing the reading of one book a six weeks and a reflection over that book. These reflections will change each six weeks. As a result your student should be reading nightly in order to meet their goal. As with all major grades and tests, students should be prepared to study necessary materials.

Organization

Organization is key to success; therefore, students are expected to record the assignments daily in the planner. It is their responsibility to monitor their missing work due to being absent or failure to turn it in.

Major Grades

One of the major grades given each six weeks will be the district reading comprehension assessment. The best way to prepare is to have your child reading at home nightly. Students will need to read a book each six weeks and complete an assignment. In addition, students will also be tested on Greek and Latin roots. In addition, students will submit one published piece each six weeks that relates to the genre we are studying.

Attendance/Tardy Policy/Make-Up Work:

When a student is absent, he or she should request the missed assignments, check the make-up folder, and Canvas for the work. Along with assignments, Canvas will contain notes and other helpful information. Students have one day for each day missed plus one additional day in which to complete all make-up work. If there are special circumstances, the student should visit with me to consider arranging an extension of the due date. Any assignments given before the absence are due upon the student's return to school.

If a pre-arranged absence is required, a parent should send a note to school prior to the absence. As much as possible, assignments may be given and completed ahead of time. Any assignments given before the absence are due upon the student's return to school.

Students who are absent on the day that a test is given should be prepared to take the test upon their return to school. Make-up tests may need to be completed before or after school.

Students are required to be in their assigned seats at the beginning of class as determined by the tardy bell. The Wayside Discipline Policy will be followed when a student is tardy to class.

- 1) Warning
- 2) Parent Phone Call
- 3) Teacher Detention
- 4) Office Referral

Classroom Expectations:

Upon entering the classroom, students should locate their materials and begin working with a sharpened pencil on the assigned task noted on the board. Students should be prepared to work independently and in small groups in order to read and write. They should always have their planner, composition books, and independent reading material. Students should be prepared to progress monitor their reading as it is our goal to build stamina and comprehension. Students will be expected to follow all health and safety protocols at the campus. In addition, at all times, the Wayside Way is followed.

Preliminary Schedule of Topics, Readings, and Assignments

1st six weeks

- Reading Focus: Launching reader's notebook and structures to support reading workshop. Genre focus will be short stories and literary texts to complete A Deep Study of Characters
- Writing Focus: Launching writer's notebook and structures to support writing workshop. Genre focus will be personal narratives.

2nd six weeks

- Reading Focus: Analyzing Literary texts. Genre focus will be literary fiction and nonfiction.
- Writing Focus: Literary Essay

3rd six weeks

- Reading Focus: Tapping the Power of Nonfiction. Genre focus will be nonfiction.
- Writing Focus: Applying author's craft to poetry and publish self-written poems.

4th six weeks

- Reading Focus: Reading Across Genres. Genre focus multiple genres
- Writing Focus: Short Constructed Responses (SCRs)

5th six weeks

- Reading Focus: Putting It All Together Multiple Genres Unit
- Writing Focus: Short Constructed Responses and Extended Construction Responses

6th six weeks

- Reading Focus: Reading Research. Genre focus will be research topic and book clubs
- Writing Focus: Informational / Research Writing

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.

Mirroring Grades:

On your child's schedule and report card, parents and students will see a two-period course (ELAR 6A/ELAR 6B) so that teachers can interweave reading and writing seamlessly. Therefore, these grades will be mirrored in both courses. In the event that these two blocks are split across two teachers, these teachers will be planning and communicating closely with each other so that grades can still closely match.