



## **Sixth Grade English Language Arts and Literature**

Misty Brown

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Remind: Class Name: Brown 19/20 ELAR: @brown1920e to 81010

**Conference Period:** 3rd period 10:04-10:49

**Tutoring Opportunities:** Before School at 7:45 on Mondays, Wednesdays, 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
- Blue 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:**

#### **English Language Arts 6**

Along with developing research and language skills, students are able to select and use different forms of writing. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Students edit their writing based on their knowledge of grammar and usage, spelling, and punctuation to produce final error-free pieces of written composition.

#### **Literature 6**

Emphasis on vocabulary, listening skills, reading rate and the reading/writing connection is an ongoing part of the program. Strong attention is given to increasing both the ability and desire to read. Students study fiction, nonfiction, poetry and drama.

#### **Pre-AP English**

Students are expected to apply previously learned skills in increasingly more complex presentations and written compositions. Along with developing research techniques and language assessment skills, students select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. To support the reading/writing connection, students write to analyze and interpret literary works on a regular basis, some of which will include in-class, timed writings. A more intense emphasis on written conventions aids this analysis. This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

#### **Pre-AP Literature 6**

This course develops more complex comprehension skills and introduces literary analysis

strategies. The reading/writing connection is strengthened by writing a response to, reflect on, and analyze literature. Some of these writings reflect the nature of the Advanced Placement exam and are completed in class within a timed situation. Strong attention is given to increasing the ability and desire to read works of literary merit. Literary focus includes fiction, nonfiction, poetry and drama. In addition, emphasis is on more complex vocabulary development, critical listening skills and an increased reading rate. This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

### **Course Goals:**

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, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 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%.

### **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 month and the book of the month reflection. These reflections will change from month to month. 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 learning target and assignments daily. 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. In addition, students will also be tested on accumulated vocabulary referred to as "Word Nerds." These will be assessed every ten weeks. They should utilize their notes to

prepare for this assessment. Also, 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 and check the make-up folder for the work. 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. At all times, the Wayside 5 is followed.

**Preliminary Schedule of Topics, Readings, and Assignments**

1st six weeks

- Reading Focus: launching reader's notebook and structures to support reading workshop.
- Writing Focus: launching writer's notebook and structures to support writing workshop.

2<sup>nd</sup> six weeks

- Reading Focus: a deep study of character and fiction
- Writing Focus: personal narrative unit, complex sentence creation and punctuation

3<sup>rd</sup> six weeks

- Reading Focus: short story unit across genres
- Writing Focus: literary essay, punctuation for transitions and introductory elements

4<sup>th</sup> six weeks

- Reading Focus: tapping the power of nonfiction
- Writing Focus: research based information writing

5th six weeks

- Reading Focus: connections across literary texts
- Writing Focus: poetry, pronouns and commonly confused terms

6<sup>th</sup> six weeks

- Reading Focus: putting it all together and preparing for high stakes reading
- Writing Focus: spiral previously taught concepts through multi-genre projects

**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.