



## **Sixth Grade Basic Language Arts and Basic Reading**

**Monica Enriquez**

[menriquez@ems-isd.net](mailto:menriquez@ems-isd.net)

### **Conference Period**

Monday-Friday

10:04 AM - 10:51 AM (3<sup>rd</sup> Period)

### **Tutoring Opportunities**

Wednesdays and Thursdays in Room 41

7:45 AM - 8:15 AM or by appointment

### **Class Materials**

- 1 composition book
- Pencils and notebook paper
- Independent reading book
- School-issued Planner
- Canvas/Eduphoria/Skyward/Office365 access online when needed

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

## **Course Descriptions**

### **Basic Language Arts 6**

Designed to teach basic language and writing skills that are essential for full participation in society. Students will be able to select and use different forms of writing. Students vary sentence structure and learn to use punctuation such as periods, commas, and question marks. Growth in these processes is developmental and occurs as concepts and skills are integrated and developed in meaningful situations. Students are expected to think critically, present ideas logically, and use language effectively. This course is designed to meet the individual needs of the student. Placement in this course is determined by the IEP Committee.

### **Basic Reading 6**

Designed to teach the basic communication processes of listening, speaking, and reading that are essential for full participation in society. Emphasis on vocabulary, listening skills, and the reading/writing connection is an ongoing part of the course. Strong attention is given to increasing both the ability and desire to read. Students are expected to think critically, present ideas logically, and use language effectively. With a hope of promoting an enjoyment and appreciation of literature, this course is designed to meet the individual needs of the student. Placement in this course is determined by the IEP Committee.

## **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 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 to revise, edit and publish pieces.

## **Student Evaluation**

The grading system for this course is as follows:

- Grade averaged with 60% counting for Major grades and 40% as Minor grades
- Major grades = tests, District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations, etc. (a minimum of 3 per six weeks)
- Minor grades = quizzes, daily assignments, journals, reading logs, etc. (a minimum of 4 per six weeks)
- Each six weeks will count for 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-weeks tests, and semester final examinations. Upon reteaching and retesting, 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.

### **Mirroring Grades**

On your child's schedule and report card, parents and students will see a two-period course (Basic Reading/Basic ELA) so that teachers can interweave reading and writing seamlessly. Therefore, these grades will be mirrored in both courses. If 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.

## **Expectations**

### **Inside the Classroom**

Students should:

- take out their planners as soon as they enter the classroom and write down the day's learning targets for both ELA and Reading from the board.
- be prepared to work independently and in small groups to read and write.
- complete daily work as assigned to avoid getting behind.
- always have their planner, composition books, and independent reading material.
- be prepared to progress monitor their reading as it is our goal to build stamina, fluency, and comprehension.
- be a model student by always following the Wayside Way – Be respectful. Be safe. Be punctual. Be prepared. Be responsible.

### **Outside the Classroom**

Students will be responsible for the following:

- establishing a DAILY reading routine outside of the classroom to increase their stamina, fluency, and comprehension. A reading log will be sent home and turned in each week. It will require a parent/guardian signature each week for students to receive full credit for their weekly reading efforts.
- writing in their journals weekly.
- studying their Greek/Latin roots, prefixes, and suffixes for scheduled quizzes.
- studying their weekly grammar review for scheduled quizzes.
- completing any homework when assigned.

### **Organization**

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

### **Attendance/Tardy Policy/Make-Up Work**

When a student is absent, he or she should request the missed assignments. All handouts will be scanned and/or uploaded into the Canvas course for students to print out or use as a template to respond to assignments on paper. Students have one day for each day missed plus one additional day in which to complete all makeup work. If there are special circumstances, the student should visit with me to consider arranging an extension of the due date.

If a pre-arranged absence is required, a parent should send a note to the front office prior to the absence. As much as possible, assignments may be given and completed ahead of time. Any assignments given before the absence(s) 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

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

### 1<sup>st</sup> 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.

### 2<sup>nd</sup> six weeks

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

### 3<sup>rd</sup> 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.

### 4<sup>th</sup> six weeks

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

### 5<sup>th</sup> six weeks

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

### 6<sup>th</sup> 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 of 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.