



## **English Language Arts/Literature Grade 6**

Kim Clay

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Remind: TBD

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**Conference Period:** 11:27-12:12

**Tutoring Opportunities:** 7:45-8:15 A.M./T-Th

### **Class Materials:**

- Composition Notebook
- Post-it Notes
- Index cards
- Pens and Pencils
- Notebook Paper
- 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 – 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 6 TH GRADE English/Language Arts 13 grammar and usage, spelling, and punctuation to produce final error- free pieces of written composition.

Taken with 406041.

#### **406041 – 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.

### **Course Goals:**

Students who complete this course successfully will be able to:

- Identify their reading and writing identity to cultivate and grow as students of English Language Arts.
- Ask and answer questions that require inference and critical thinking.
- Write and talk in response to independent texts read during and outside of class.
- Maintain organized Literature and Writing journals that contain their thoughts and responses to reading and writing prompts.
- Explore and understand different genres of writing, and the structure and components of each.
- Maintain and curate a Writing Portfolio.

### **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:**

Students will participate in the Workshop Model, within class each day. Composition books will be used daily for reading and writing strategy practice. Assignments will be done in class, unless an assignment needs to be finished for homework. On occasion, there could be projects that will require work be done at home. Each six weeks there will be pre and post writing assignments followed by a completed writing piece, to be placed in students’ portfolios. In addition, students will also take district assessments each six weeks.

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

If students miss class due to absence or tardy, it is expected that he/she attend tutorials to make up that work. We will follow the Marine Creek campus tardy policy. Students need to be in the classroom before the tardy bell rings. If students are late, they will need to have a pass or take a tardy. Each six weeks, tardiness will be cumulative as follows:

- 1st Tardy – Warning
- 2nd Tardy – Warning, parent contact
- 3rd Tardy – 30 minutes before school detention, parent contact
- 4th Tardy – 1 hour after school detention, parent contact
- 5 or more Tardies – Office Referral

**Classroom Expectations:**

For students to be successful in my classroom, I expect them to come to class prepared, participate, complete assignments and communicate.

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

**1<sup>st</sup> Six Weeks-** Launching Reader’s/Writer’s Notebooks and Structure to support Independent Reading, Writing, Fiction Writing, and Grammar

**2<sup>nd</sup> Six Weeks-** Character Unit of Study, Personal Narrative Unit of Study, and Grammar

**3<sup>rd</sup> Six Weeks-** Short Story Unit, Literary Essay, and Grammar

**4<sup>th</sup> Six Weeks-** Nonfiction, Informational Writing, and Grammar

**5<sup>th</sup> Six Weeks-** Analyzing Sound, Structure, and Imagery Across Literary Text, Poetry, and Grammar

**6<sup>th</sup> Six Weeks-** Putting it All Together; Preparing for higher level reading and Practicing previously learned writing/grammar concepts

**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.