COURSE DESCRIPTION/CONTENT:

The district’s literacy model will be implemented to help all students learn and achieve academic goals. Class objectives and assignments will be aligned to the Common Core Standards for literacy. A wide array of strategies that encourage students to draw upon a variety of learning styles will be incorporated. Common classroom learning activities will include: warm-ups, skill-related lessons, reading/writing workshop, word study, independent work, small group, class discussion, etc.

Course Content and Core Standards include: writing (all modes), grammar, spelling, vocabulary, reading skills for literature, reading skills for informational text, and literature study and analysis. Specific details of Common Core State Standards for 6th grade literacy can be found on-line at the ODE Website, http://www.ode.state.or.us/search/page/?id=3380, or simply go to the district website and locate the web page for the curriculum and instruction department.

Based on Common Core English-Language Arts Standards, students will be able to...

- Build knowledge through literary and informational texts.
- Read, write, and speak grounded in evidence from text, both literary and informational.
- Regular practice with academic language and broad vocabulary.
- Use the writing process to create original narrative, informational, and argumentative texts.

Course Outline:

Semester 1
1st six-weeks -- launching reading and writing workshop
2nd six-weeks – examining conflict and citing evidence from text
3rd six-weeks – exploring central idea

Semester 2
4th six-weeks -- analyzing issues and themes
5th six-weeks – citing evidence from fiction and nonfiction text evidence
6th six-weeks – analyzing literary text

Classroom/ State/ District Assessments: Students will participate in classroom formative assessments to better prepare for Smarter Balanced testing in the spring. The district writing assessment will be in December. The goal is to identify individual student needs so he or she may focus on those areas to pass or exceed standards.

There will also be a variety of in-class work samples given in writing. The writing work samples are scored using the SBAC scoring guides, and the results are reported to the district database.
EXPECTATIONS:
I have only one expectation of you and that is **RESPECT**! It must be shown at all times. You need to remember to **ALWAYS RESPECT**:

1) **YOURSELF**
2) **OTHERS**
3) **OUR SCHOOL**

Our goal is to maintain a positive learning atmosphere. It is very important that we all be cooperative and courteous. Each individual’s behavior affects the learning experiences and opportunities of others in the class. Your positive attitude and sincere efforts are needed and appreciated in order for everyone to learn as much as possible in a pleasant environment.

However, in the unlikely event that someone chooses not to abide by these expectations, the following consequences may be given: 1) Verbal warning, 2) Individual conference, 3) Seating change, 4) Parent Contact, 5) Citation, 6) Buddy Room, 7) Referral, or other appropriate consequences fitting to the situation.

ATTENDANCE:
Good attendance is **CRUCIAL** in learning, so please try to be in class everyday. Absences weaken your ability to keep up with the class and to be an active participant. When you are absent, it is **your responsibility** to get make-up work. You will have the same number of make-up days as you were absent. You will need to check the assignment calendars when you return to school to see what you have missed. I am available for additional help before and after school, but **you** must make arrangements with me to set up a convenient time for both of us. Make-up work will NOT be given during class time.

Tardies are recorded if you come in the classroom after the bell rings without a destination slip excusing you. If you do have a pass to enter class, please do so quietly and non-disruptively. I will come back and fill you in on what you missed as soon as the other students are on task.

GRADES:
Your grade will be determined by points earned in class work, special projects, and class **PARTICIPATION**. Unless you have an excused absence, **NO LATE WORK WILL BE ACCEPTED!!!** Accepting late work is not fair to those students who have completed their work on time. It is important to remember that even a single zero on an assignment can drastically affect a student’s grade!

A standard grading scale (see below) will be used, converting the points into a percentage, so the student can determine the letter grade, which is also used on the progress report (every six weeks) or report card at the semester in January and in June. **Grading is cumulative this year, so progress reports are a “snapshot” of where a student’s semester grade is at that point in time.**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

Grades for citizenship and work habits are determined using the rubric found in the planner/student handbook on page 16.
**Suggested Supplies**
Student needs: binder with dividers and notebook paper, 4 composition notebooks (we use two each semester for Writer’s Workshop and Reader’s Workshop), pens, pencils, glue stick, hand pencil sharpener (for “quiet” sharpening during work time) and highlighters (green, yellow and pink). Also, many students will want a flash drive so computer work can be transferred between school and home.

**Homework**
Students are expected to **read 30 minutes each day outside of school time**, and they are **required to read at least one novel each six weeks**. We will be keeping track of our progress in class and how many pages/words we read this year. Parents, please check your student’s planner. Research shows that extensive reading pays off. Please take a look:

<table>
<thead>
<tr>
<th>Percentile in state reading tests</th>
<th>Minutes read each day</th>
<th>Words read each year</th>
</tr>
</thead>
<tbody>
<tr>
<td>98 (this is the top 2%)</td>
<td>90.7</td>
<td>4,733,000</td>
</tr>
<tr>
<td>90 (this is the top 10%)</td>
<td>40.4</td>
<td>2,357,000</td>
</tr>
<tr>
<td>70</td>
<td>21.7</td>
<td>1,168,000</td>
</tr>
<tr>
<td>50</td>
<td>12.9</td>
<td>601,000</td>
</tr>
<tr>
<td>20</td>
<td>3.1</td>
<td>134,000</td>
</tr>
<tr>
<td>10</td>
<td>1.6</td>
<td>51,000</td>
</tr>
</tbody>
</table>

**Modifications for TAG students**
Common modifications to help TAG students achieve high levels of learning include, but are not limited to, clustering TAG students for group work, providing challenge opportunities (any student may choose these higher-order thinking options), creative and open-ended responses to course content, independent work time, and choices for reading and writing topics.

**Communication**
InTouch computer grade book will be updated by Thursday of each week. I am available anytime via email. I will make every effort to respond by the next day after receiving an email. I can be reached between 3:00 and 4:00 most afternoons. You may leave a message and I will return your phone call as soon as possible.

It is very important to me to maintain open communication lines with you throughout the year. I’d like to keep you updated on what we’re doing in class. Email is the quickest, easiest way to do this. I send class emails every week—usually on Monday, just to let you know what we are doing as well as to keep you “in the loop” with what is happening at school.

If at ANY time, you need additional help or have questions, please do NOT hesitate to ask; that’s why I am here! I look forward to a fantastic year! ☺

Please sign, detach and return the bottom portion below the dotted line by September 16th.

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I have read the syllabus for 6th grade Language Arts Block.

Parent Signature  Date  Student Signature