

**RIVERSIDE MIDDLE SCHOOL 2011-2012**

**ALLISON BURNS room E112**

**6<sup>th</sup> grade challenge, advanced, and strategies ELA**

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**THE RIVERSIDE MIDDLE MISSION IS:** *Riverside Middle, in cooperation with the home and community, will provide opportunities which prepare students intellectually, creatively, socially, emotionally, and physically to become productive and responsible members of society.*

**COURSE DESCRIPTION:** Language arts is an exciting journey of discovery where students explore ideas, examine options, and problem solve. Students will engage in writing activities, D.O.L. (daily oral language), analogies and spelling/vocabulary. 6<sup>th</sup> grade language arts is a study of grammar, composition, vocabulary, interdisciplinary thematic novel units, and research skills. Students will use knowledge, comprehension, application, analysis, synthesis, and evaluation as they explore their language through reading, speaking, listening, and writing. The course text is Prentice Hall Literature. Kinsella, Kate, et al. Prentice Hall Literature. Boston : Pearson Prentice Hall. 2007.

Various novels including: *Belle Prater's Boy*, *The Wizard of Oz*, and *The Tempest* for challenge. *Bud, Not Buddy* and *Al Capone Does My Shirts* for strategies. *The Dark Side of Nowhere* for studies/strategies.

**COURSE REQUIREMENTS:** I will be following the 6<sup>th</sup> grade standards for language arts. The standards have exciting, yet demanding requirements.

The grading percentages are as follows:

**50%--tests (major grades) 40%--quizzes and daily work/activities (minor grades) 10%--homework**

**\*\*** There is a statewide grading scale in South Carolina which provides consistency in grade ratios across the state. The statewide grading scale is:

**A 93-100 B 85-92 C 77-84 D 70-76 F 69 or below**

Nine weeks	Language arts	literature
First nine weeks	DOL Peer editing paragraphs Super Study Habits All About Me Comparison/contrast (GT)	Short stories The Wizard of Oz (GT/studies) Canterbury Tales (GT) Bud, Not Buddy (strategies)
Second nine weeks	Analogies Myths/legends Memoir (personal narrative)	Belle Prater's Boy (GT/studies) Al Capone Does My Shirts (strategies)
Third nine weeks	Standards Wax museum biographies	The Dark Side of Nowhere (studies/strategies)
Fourth nine weeks	Poetry Persuasive writing	The Tempest (GT)

**One of my goals as a language arts/reading teacher is to inspire children to love to write! First and foremost, I want them to enjoy writing. Then they will grow as individual writers. We will strive to write well by writing often.**

## Journals

Journals - Students will write in their journals each nine weeks. Standards addressed: 6-W1.6 and 6-W2  
Since students need continual practice in various forms of writing, they will keep an ongoing journal in the classroom. The journal will reflect individual writing styles and will contain a variety of topics. Students must view themselves as writers and realize that all writers make choices. They need time to experiment with writing. I will encourage good writing habits by teaching students that *writing is thinking* and that all good writers:

1. make choices.
2. must care about what they write.
3. must take ownership and pride in their work.
4. explore and discover as they write.

## Writing Curriculum

Students will view themselves as writers. I have a lot of faith in them as writers. I will also demand a lot from them as writers so they achieve. Writing enables students to integrate grammar as they elaborate upon their writing, revise, and proofread. In the classroom, we will have various types of responses to the writing assignments. We will incorporate private writing, pure sharing, limited feedback, and full feedback. Sometimes students need opportunities to share writing and get responses, but not get criticism. By putting this into practice, students will discover what is possible the most useful kind of feedback---learning how readers understand what it is that they have written.

### *Students will follow the steps in the writing process:*

1. Pre-write, explore, web, diagram
2. Draft and discover
3. Revise the writing
4. Proofread
5. Publish, present, and display
6. Reflection

## Weekly and Ongoing Assignments:

- A Standard Start The purpose of *A Standard Start* is to provide three questions a day that are based on the South Carolina sixth grade language arts standards. These comprehensive questions spiral the standards and will increase students' reading and writing skills.
- Daily Paragraph Editing and Daily Oral Language *Daily Paragraph Editing* and DOL are designed to help students master and retain grade-level skills in language mechanics and expression through focused, daily practice. The paragraphs and sentences are embedded in language skills that represent the types of text that students encounter in their daily reading and writing activities across the curriculum.
- Analogies The purpose of completing daily analogies is to develop creative-thinking skills, to build reading skills through vocabulary enrichment, and to complete problem-solving techniques.
- Spelling/Vocabulary Spelling and vocabulary lessons improve student vocabulary through activities and word lists based on SAT and ACT examinations. We will discuss definitions for the words, use the words in context sentences, etc. Emphasis will be placed on correct spelling of the words and on the correct way to study a word:

1. LOOK at the word.	2. SAY the word.	3. THINK about the word.	4. WRITE the word.	5. CHECK the spelling.
<ul style="list-style-type: none"> <li>• What letters are in the word?</li> <li>• What does the word mean?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consonant and vowel sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you notice any prefixes, suffixes, or other word parts?</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the sounds and the letters.</li> <li>• Form letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Did you spell the word the same way it is spelled in your word list?</li> </ul>

Vocabulary -Vocabulary assignments will be printed on study sheets from Michael Clay Thompson's *The Word Within the Word*. Standards addressed: 6-R3.2 and 6-R3.3

All standards addressed in this syllabus can be viewed online at the South Carolina Department of Education website at [www.myschools.com](http://www.myschools.com). Once on the site, click the tab labeled *parents*. Grade level and subject standards are available at this site.

**\*\*\*Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based upon the individual needs, levels, and learning styles of each class. Creative projects, written assignments, and supplemental materials will be included during the year as opportunities arise. Likewise, there will be on going assessments and standardized test preparations.**

#### **Rules for student behavior**

- Be on time and in assigned seats
- Bring all materials to class
- Follow directions the first time they are given
- Respect fellow classmates and furnishings in the classroom

#### **Procedures for non-instructional routines**

1. Assigned homework will be checked daily.
2. The school tardy policy will be followed in class. Students may present a note to the teacher if they are tardy.
3. In the case of a fire drill, earthquake drill, tornado drill, or bomb threat, students will leave the classroom in an orderly fashion and will follow all appropriate procedures as outlined in the faculty handbook.
4. An accurate record of attendance will be taken each class period.
5. Sharpen pencils at the beginning of class or with permission from the teacher.
6. Advisor/advisee programs are implemented during lunch period.

#### **Presentation of Rules and Procedures**

During the first week of school a welcome letter explaining all expectations, responsibilities, and procedures is discussed and given to all students. Students and parents must read, sign, and return the welcome letter to school. A file is kept holding these letters. Rules and consequences are posted in the classroom and reviewed when needed.

#### **Communication with parents**

Parents of students will be contacted several times during the school year. Parents will receive:

- A welcome letter outlining language arts expectations and responsibilities
- Progress reports (half way through each nine week period)
- Report cards
- Telephone calls or emails when necessary
- Positive notes given to the student
- Parent and teacher conferences as needed