

Riverside Middle School

6th Grade Language Arts Strategies Syllabus

Teacher: Mrs. Moore

Room: E117

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Textbooks:

Beers, Kylene, et al. Collections. Orlando : Houghton Mifflin Harcourt, 2015. Various novels including *The Lightning Thief*, *The Dark Side of Nowhere*, *Al Capone Does My Shirts*, *Juvie Three*, *The Lightning Thief* or any other novels deemed necessary

Learning and Developmental Goals

But the end of the sixth grade, students will:

1. Draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
2. Write for different audiences and purposes.
3. Recognize, demonstrate, and analyze the qualities of effective communication
4. Access and use information from a variety of appropriately selected sources to extend his or her knowledge.

Course Description

The goal of the middle school language arts program is to develop lifelong readers and writers. Students will apply their knowledge and skills and expand their use of language. This course enables students to study the elements of language arts through the study of short stories, nonfiction, drama, poetry, novels, and various writing units. A strong emphasis will be placed on vocabulary development and writing. During this course, the students will utilize listening and speaking skills emphasized in the textbook.

For further information about "Reading/ English Language Arts – Grade 6," please refer to the web page: <http://ed.sc.gov/>.

Instructional Units and Sequencing: (this schedule is subject to change)

Theme: Facing Fear

Wonder

Me by the Numbers

Argumentative essay

Debate

Stems lists 1-3 (cumulative)

Pronoun usage (I/me)

Biography/"Wax Museum"

Paraphrasing/plagiarism

Dialect vs. Standard English

Character development

Plot structure

Elements of poetry

Text features, structures, visual elements

Purpose in media

Inference

Point of view

Opinion, fact, bias

Textual evidence

Central ideas/details

Theme: Animal Intelligence

Al Capone Does My Shirts or *Juvie Three*

Punctuation/capitalization

Paraphrasing ideas

Character responses

Point of view Central ideas/key details Anecdotes Informative writing Persuasive techniques Text features, structure Author's purpose Information in different media Argument Stems lists 4-5 (cumulative) Poetry/figurative language
Theme: Making your voice heard <i>Al Capone or Juvie Three</i> Theme Internal/external conflict Characterization Figurative language Author's style Persuasive techniques Argument Mini Research Project Main Idea Stems 6-8 Irregular Verbs
Theme: Dealing with Disaster Myths and fables <i>Dark Side of Nowhere</i> Short story Narrative writing Independent Novel Study Stems lists 9-10 Alliteration, figurative language Dialect Poetic forms Narrative nonfiction Technical language Author's style Cause and Effect organization Elements of a documentary Information in media

*** 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 may be included also throughout the year as opportunities arise.

Weekly and Ongoing Assignments

Starters- Monday through Friday, we will have standards: Standards. After every 10 standards, standards will be taken up for a possible grade.

Stems- Stems tests are given at least every month and each test is cumulative. The stems list is given two weeks prior to each test.

Materials and Resources

Students will need:

*three-ring binder

*loose-leaf paper

*one subject notebook

*book-ring

*pens or pencils

*note cards

*dividers for notebook

Assessing, Evaluating, and Recording Students' Progress

Student grades are determined using the District grading scale, which is posted in the room. Grading is based on the school district weighting system of 50% minor (including but not limited to quizzes, small writing assignments, other class work, and homework), and 50% major (including but not limited to tests, formal writing assignments, etc.). All tests are exhaustively reviewed well in advance, and I am available for special tutoring upon request.

All of my grades are in my grade book and students may know their averages upon request. Tests are usually returned the day after they are taken and are immediately gone over so the students know why they missed what they did and how to correct it. Students are required to keep everything passed out to them or back to them in their language binder.

90-100	A
80-89	B
70-79	C
60-69	D
59 and under	F

Rules and Procedures

Classroom rules are posted on the wall of the classroom. My classroom rules are simple and easy to follow. My classroom rules are:

BE PROMPT.

-Be in your seat before the bell rings.

BE PREPARED.

-Have your materials every day.

-Bring a novel to class every day.

BE POLITE.

-Respect other people and their belongings.

-Respect me.

-Respect yourself.

I reserve the right to be creative in dealing with discipline problems, as the situation warrants. The basic class rules are clearly posted and there should be no confusion in this regard.

Communicating with Parents

Parent contact is made regularly. I respond promptly to all messages from parents. Notes are given to students for a variety of reasons and a log is kept of all parental contact. Parents may contact me through the school or directly through my email address listed at the beginning of this document.

Also, I contact parents with reminders through Remind 101.

Homework Policy

Homework is graded on completion. Missing homework will be completed on Friday during flex.

Extra Help will be available during flex or morning 8:00-8:15am.