

6th Grade English Language Arts Class
Mrs. Damhoff Rm 2
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Grading Scale
100%-93% A
92%-86% B
85%-78% C
77%-70% D
69% or below F

What this class is about

- Students will be able to understand and apply literacy terms.
- Students will learn vocabulary and writing skills.
- Students will write narrative, argumentative, informational, and literary analysis essays.
- Students will develop collaboration skills to promote reciprocal teaching & learning.
- Students will use reading strategies for both fiction and nonfiction texts.
- Students will be grow as independent life long readers.

Procedures for homework, projects, and in class assignment:

- Most assignments will be given two or more days to complete. **If assignments are not completed in class, students are required to finish at home for the next day.**
- Students are responsible for turning in assigned homework, projects, and in class assignments on time.
*** some homework assignments will be excused for students who have shown solid mastery during class activities and assignments. These assignments will be excused through Schoology.

Late Assignments:

1-2 missing assignment = warning

3 or more missing assignments = lunch academy to make up missing/late work; call home; or after school detention

***If missing assignments become a chronic problem, consequences will be further discussed with the student and parents or guardians will be contacted.**

Materials needed for class:

- Student Chrome book (charged) & case
- 1 binder & 5 dividers
- Paper (loose leaf)
- 1 composition notebook (stays in class)
- 1 plastic folder with 2 pockets (to be kept in class)
- Coloring utensils (crayons, markers, colored pencils)
- Student Planner/ assignment notebook
- Highlighters, pens, and pencils

Binders: Students are expected to bring their Language Arts binders **EVERY DAY** to class. Binders are a resource for students at home and at school. They will keep all notes, completed homework, and work in progress inside of their binders. We will be using five tabs to help students stay organized.

6th Grade Language Arts Common Core at a Glance

1st Quarter- Learning Lessons through Literature

- **Enduring Understanding:** Learning a lesson changes a character
- **Standard-based Questions:**
 - **RL 6.2** Can you identify the theme of a short story? Can you write an objective summary?
 - **RL 6.3** How do the characters in this text respond or change as the plot moves toward a resolution? What episodes in the plot cause him/her to change? How does a story's plot unfold from beginning to end?
 - **RL 6.5** How do specific excerpts of literature fit into the development of the plot?
 - **RL 6.6** How does the point of view impact the meaning of the text?
- **Extended Text:** "Tell Tale Heart" by Edgar Allen Poe, "The Landlady" by Roald Dahl, "Ransom of Red Chief" by O. Henry, "Peter Pan" by J.M. Barrie
- **Strategy Focus:** Differentiate between subgenres, figurative language, elements of fiction, plot diagram, etc.

2nd Quarter- Teaching through Tragedies

- **Enduring Understanding:** How can the effects of a historical tragedy impact our world today?
- **Standard-based Questions:**
 - RI.6.3: Analyze how a historical tragedy is introduced, illustrated, and elaborated.
 - RI.6.5: How is an informational text structured to develop the central idea?
 - RI.6.9: What unique insights can a reader gain from reading two texts that address the same tragedy?
- **Extended Texts:** Cornerstones of Freedom: *Pearl Harbor & The Challenger Disaster*
- **Strategy Focus:** Nonfiction text structure & features, analyzing & conducting research, etc.

3rd Quarter- Legendary Leaders

- **Enduring Understanding:** How can one person's influence or motive impact society?
- **Standard-based Questions:**
 - RI.6.3 How does an author introduce, illustrate, and elaborate an event/individual/topic?
 - RI 6.4 How does the author use words or phrases to enhance the comprehension of the topic?
 - RI 6.6 How does the author convey his point of view on various leaders?
 - RI 6.8 Evaluate an argument and specific claims in an informational text.
- **Extended Text:** *Chasing Lincoln's Killer* by James L. Swanson
- **Strategy Focus:** Central idea strategies, inferring character traits, cause and effect, trace and evaluate an argument, etc.

4th Quarter- Classic Conflict

- **Enduring Understanding:** How does conflict impact character development, plot, or theme in a text?
- **Standard-based Questions:**
 - RL 6.3: How do the characters in the text respond or change as the plot moves towards a resolution?
 - RL 6.5: How does a specific stanza, chapter, scene fit into the overall development of the plot, setting, or theme?
 - RL 6.9 Compare and contrast how the same theme is developed in two different stories.
- **Extended Texts:** Literature circles: *Freak the Mighty* by Rodman Philbrick, *Among the Hidden* by Margaret Peterson Haddix, *Watson's Go To Birmingham-1963* by Christopher Paul Curtis, *Red Kayak* by Priscilla Cummings, OR *Crash* by Jerry Spinelli
- **Strategy Focus:** Exploring text for different types of conflict, analyzing theme & character development, etc.

Year Long Focuses: (expectations and topics change each quarter)

- **Vocabulary and Word Work-**
 - Academic Vocabulary: Literary Terms and Figurative Language terms defined and applied to reading (protagonist, conflict, exposition, central idea, etc.)
 - Forever Words: Vocabulary words taken from texts read during class, revisited through continuous practice to encourage deeper understanding
 - Word Parts: Prefixes, suffixes, and root words will be learned throughout each quarter and applied to Forever Words found throughout reading.
- **Writing-** Students will focus on Narrative, Argumentative, Analysis, and Routine writing throughout the year. Some pieces will be written through the writing process (brainstorming, drafting, editing, revising, and publishing), whereas some pieces will be written On Demand (in one sitting, as a “best first draft”)

Daily In Class Expectations & Activities

IRT (Independent Reading Time):

- In class students will have time to read 3-4 times each week.
- Students should be reading independently at home as well.

***Students are allowed to use books from home, local libraries and the Conrady Media Center. Students are also allowed to borrow books from the classroom library. However, if a student misplaces a book or returns it damaged, the book must be replaced or the classroom would be reimbursed for the cost of replacing the book.

Writing instruction:

- Students will begin all writing assignments in class with time for peer and teacher conferencing.
- All deadlines for writing assignments will be posted on Schoology.

Standard/Strategy instruction: 3-5 standards will be addressed each quarter. Strategies are identified to support and encourage comprehension of texts and standards. Lessons and homework will be designed to practice standards and strategies.

- **Group Work-** Mixed grouping is used constantly throughout the year to encourage collaboration. Groups are changed very frequently. Each student is expected to participate and contribute to group work.
- **Independent Work-** Warm-ups, writing assignments, and homework are expected to be completed independently (unless otherwise stated). These assignments are often given at the student’s reading level and at times are based on students’ interests.
- **Assessments:** There will be a variety of district assessments given throughout the year. These will include multiple choice questions, short answer response, and essay questions. These scores will be averaged throughout the quarter with other tests and quizzes in order to obtain the student’s final grade. However, these scores will be reported out to show your progress and gains throughout the year.

Name _____

Please return this sheet signed by a guardian on _____

***I have read the syllabus with my child and understand Room 2 library books must be replaced or reimbursed if lost, stolen, or damaged.

Signature

If you have any questions, please list them below.