



# English Language Arts 6th Grade Syllabus

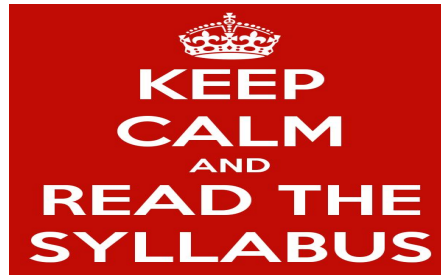


Title: English Language Arts

Instructor: Mrs. Juliani

Grade Level: 6

Course length: Full year



## Class Overview:

This course aligns with ELA Common Core State Standards. **Common Core Standards**

What is the Common Core State Standards Initiative?

The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace.

Here are the links if you would like to see what we will be covering this year:

<http://www.corestandards.org/ELA-Literacy/L/6/>

<http://www.corestandards.org/ELA-Literacy/W/6/>

**Reading Process-** Fluency, Vocabulary and Comprehension/Analysis strategies for fiction and non-fiction text

- Literary Elements: Narratives, Short Story, Novel, Poetry
- Critical Thinking/Analyzing-Socratic Seminar



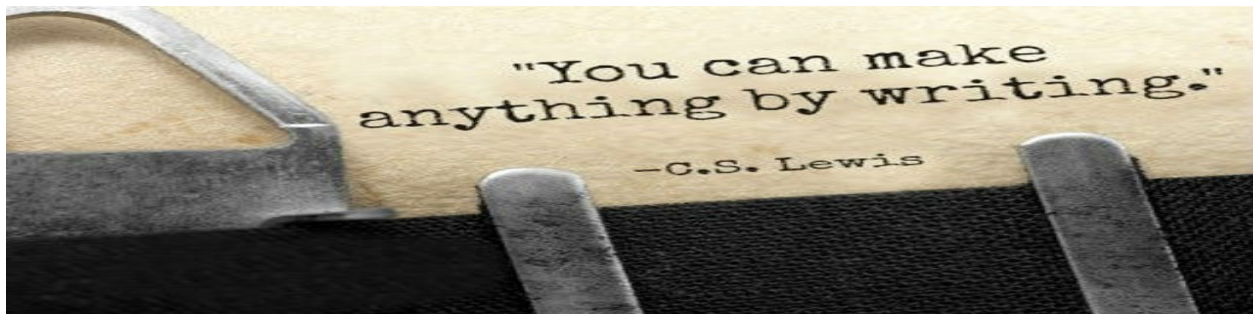
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- Close Reading process-Citing textual evidence/justification
- Independent Reading- Students should read quality, grade level novels independently on a DAILY basis. Students will be responsible to read and work on responses for the 40 book Challenge. Additional assignments (response to literature, book projects/book shares) will be assigned. Instructions, expectations, and due dates will be communicated in advance.

### Writing Process--Sentences, Paragraphs, 5 Paragraph Essay

- Grammar/Mechanics/Spelling
- Pearson: MyPerspectives
- Citing textual evidence in writing
- Writing Applications
  - Narrative, Expository, Informational and Argumentative Writing
  - Literary Response/Summaries/Journal Writing/Poetry
  - Business/Personal Letters
  - Research Process-Accessing information: MLA Citation Page: in-text citations



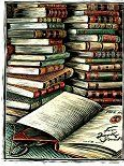
### Description

Adolescent Literacy Organization (AdLit. Org), says that *“writing is the ability to compose text effectively for various purposes and audiences. It is a tool for communication and learning. Writing provides a means of expressing oneself and persuading others. Improving writing skills improves one’s capacity to learn. As demands of content instruction increase, so do literacy demands in reading and writing.”*

The focus of 6<sup>th</sup> grade Language Arts is on writing instruction, grammar and mechanics, vocabulary, speaking/listening, and reading novels from a variety of genres. The Common Core State Standards are embedded within the course.



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**Adopted Materials; Textbooks, Media**



## Reading & Language Arts

Language arts is a term that refers to any form of written or spoken language. This includes reading, spelling, writing, grammar, and handwriting. In 6th grade there are many avenues to approach instruction, but the basis of these will be addressed through specific skill instruction using Pearson's MyPerspectives series, We also have available a large selection of class and individual novels, and class sets of non-fiction reading in science and social studies. Online access is available for MyPerspectives.

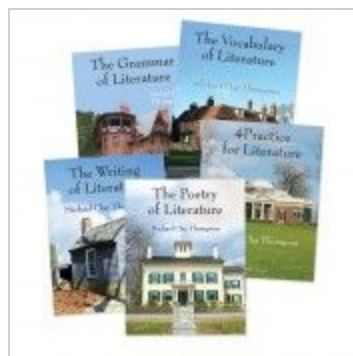
**Materials Needed:** students will need interactive notebook, a folder for ELA class, 2”X3” post-it notes, in addition to their pencils and a book to read in all classes.



## Caesar's English II

MCT Language Arts Curriculum, Grades 6/7, The Classic Literature Level

The Classic Literature language arts grammar, vocabulary, classics of English and between the elementary content that it is advanced beyond this



Level, which is the fourth level of the MCT curriculum, contains books that focus on the writing, and poetic techniques of the great American literature. It acts as a bridge and secondary levels, but it is so rich in recommended even for students who have level.



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Get ready for exciting learning. This classical education edition of Caesar's English II is filled with photos, maps, facts, ideas, grammar, poetry, writing challenges, history close-ups, informational nonfiction readings, and words that will give you a deep look at ancient Roman civilization and the effect of that civilization on the modern English language. Thousands of English words are still spelled the same way and still mean the same thing that they did during the Roman Empire, 2,000 years ago.

Unlike Spanish or other Romance (descended from Roman Latin) languages, English does not descend directly from Latin, the language that the Romans spoke. English is a Germanic language, but during the sixteen centuries since Rome fell, English has acquired thousands of Latin-based words---so many that words from Latin have come to dominate academic life in English. The further you progress in education, the more Latin-based words you encounter. English may not be a Romance language, but it feels like one, especially in higher academics.

For this reason, it is important to study the Latin prefixes, roots, and suffixes---we will group them under the terms stems for convenience---that combine to form the vocabularies of advanced academic subjects. The Latin stems make a kind of academic vocabulary construction set, and once you understand the set, you understand thousands of words easily---even words that you have never encountered before. Before you plunge into the lessons--let me give you some ideas that will help you get the most out of your work:

Study the photos carefully. The photos have been selected from thousands taken by Dr. T.M. Kemnitz in Rome and elsewhere. The photos show important details about Roman life and architecture. You will see the photos how massive, how truly enormous, Roman civilization was. One almost feels that these huge ruins must have been inhabited by a different species, twenty feet tall. It is difficult to believe that such an impressive and powerful civilization could have fallen, but fall it did, and this is one of the extraordinary stories of world history.

Explore the maps. In many cases, the maps are related to the texts. Use a globe in connection with your studies, and get to know ancient Rome's part of the world. Learn the countries, the land masses, and the bodies of water. This will give you a foundation not only in ancient geography but in modern geography as well.

Focus on the powerful connection between Rome and Spain that has resulted in modern Spanish and that connects English and Spanish vocabulary today.

Remember that vocabulary is not a separate subject, apart from grammar or writing. Every vocabulary word has a grammar function. It will be a noun, or an adjective, or a verb, or another part of speech, and it must be used in its grammatical way. All language skills are connected. Furthermore, every word has a past. Each word is a speck of history; it comes from Rome, or Greece, or the forest of Germany. Words are points of knowledge. Their regions of origin often can be found on a map.

Soak up the sounds of words. One of the most important elements of vocabulary is sound. Words have special combinations of vowels and consonants, and these sounds, as the great British poet Shelley explained, have relationships to each other and to what they represent. We might choose scratchy or pounding or booming sounds to describe a storm, and soft, peaceful sounds to describe a gentle breeze. The more words you know, the more sound choices you have.

Look things up. I will give you a sneak preview of references to people, places, events, cities, wars, leaders, and other details that will make exciting research for you. Be enthusiastic about going



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on beyond what I am teaching you in class. Take charge. Use the lessons I present as a platform for your own independent, self-directed learning.

Write essays. You will use vocabulary from lessons to write your own wonderful essays. Enjoy the process.

## Unit Outlines & Goals

Each unit focuses on an engaging topic related to the Essential Question.

**Unit 1: Childhood Essential Question: What are some of the challenges and triumphs of growing up?**

### Goals for Unit 1: Childhood



**Reading:** Students will read and evaluate nonfiction narratives. They will read arguments, explanatory essays, and fiction to better understand the ways writers express ideas.

**Writing and Research:** Students will learn the elements of nonfiction narrative writing. They will conduct research to clarify and explore ideas.

**Language:** Students will develop a deeper understanding of the conventions of standard English grammar and usage, including correct usage of pronouns. They will practice using pronouns in their own writing.

**Speaking and Listening:** Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will learn to incorporate audio, visuals, and text in presentations.

**Unit 2: Animal Allies Essential Question: How can people and animals relate to each other?**

### Goals for Unit 2: Animal Allies





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**Reading:** Students will read and evaluate informative essays. They will read arguments, fictional narratives, and nonfiction narratives to better understand the ways writers express ideas.

**Writing and Research:** Students will learn the elements of informative essay writing. They will write their own informative essays. Students will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.

**Language:** Students will develop a deeper understanding of the conventions of standard English grammar and usage. They will practice correct usage of verbs and conjunctions in their own writing.

**Speaking and Listening:** Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will learn to incorporate audio, visuals, and text in presentations.

**Unit 3: Modern Technology Essential Question: How is modern technology helpful and harmful to society?**

## Goals for Unit 3: Modern Technology



**Reading:** Students will read and evaluate an argument. They will read news articles, short stories, blog posts, and poetry to better understand the ways writers express ideas.

**Writing and Research:** Students will learn the elements of argumentative writing. They will write their own arguments and conduct research to clarify and explore ideas.

**Language:** Students will develop a deeper understanding of how to clarify the relationships among claims and reasons by using words, phrases, and clauses.

**Speaking and Listening:** Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will learn to incorporate audio, visuals, and text in presentations.



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## Unit 4: Imagination Essential Question: Where can imagination lead?

### Goals for Unit 4: Imagination



**Reading:** Students will read and evaluate fictional narratives. They will read reflective essays, poetry, and an interview to better understand the ways writers express ideas.

**Writing and Research:** Students will learn the elements of fictional narrative writing. They will write for a number of reasons, including reflecting on experiences, and gathering evidence. Students will conduct research to clarify and explore ideas.

**Language:** Students will develop a deeper understanding of combining sentences for variety. They will practice combining sentences for variety in their own writing.

**Speaking and Listening:** Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will learn to incorporate audio, visuals, and text in presentations.

## Unit 5: Exploration Essential Question: What drives people to explore?

### Goals for Unit 5: Exploration



**Reading:** Students will read and evaluate written arguments. They will read a news article, a graphic novel, and historical fiction to better understand the ways writers express ideas.

**Writing and Research:** Students will learn the elements of writing an argument. They will write their own argument. Students will write for a number of reasons including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.



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**Language:** Students will develop a deeper understanding of correcting errors with verb usage. They will practice correct verb usage in their own writing.

**Speaking and Listening:** Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will learn to incorporate audio, visuals, and text in presentations.



## Class Routine



We will have a procedure for beginning our day together: (Homeroom)

- First, put your backpack and jacket in your assigned locker. If you have a phone, turn it in to the phone area and turn it off.
- Second, empty your backpack and get your binder out. Check to make sure you have the following: books, binder, pencils and morning snack.

Daily Routine: (All Classes)

- Check to make sure you have the following: books, binder, pencils and snack.
- Enter the classroom and this is the time when you should turn in any assignment(s) you have into the proper bins.
- Finally, check the daily schedule/assignment board and begin immediately filling out your planner and working on any morning work we might have. (Read) Thank you!

### **Class Format**

- **Read/ Respond** ---Students read a book of their choice at the during class each day, so need to make sure they have response journals.
- **Vocabulary Study**: Focuses on mastering written and oral vocabulary to promote comprehension and communication. For example; Greek and Latin word roots.
- **Writing**: Students will engage in the writing process; prewrite, write, revise, edit, and publish. Students will write in a variety of genres: descriptive, expository, poetry, narrative, persuasive.





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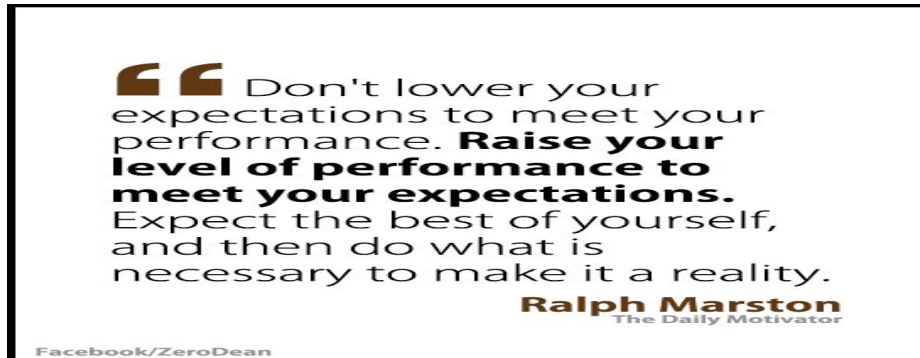
- **Grammar and Spelling:** The use of Standard English conventions is necessary to help a writer convey meaning to the readers. This may be taught separately, as well as integrated into the writing process.

### **Homework**

*As always, reading for pleasure is an excellent use of time.*

Unfinished classwork/Reading Plus

**Policies for successful completion (e.g. attendance, deadlines for assigned work, etc.)**



### **Expectations for the Year Ahead**

There is only one thing that has been proven to help people succeed, and that is ATTITUDE. People naturally want to succeed and work hard to succeed to their own potential.

1. We will have a safe and structured classroom
2. We will have a caring and enthusiastic classroom
3. Everyone will be treated with kindness and respect
4. Responsibility and accomplishment will be experienced in this classroom
5. Everyone can and should learn to become their best

**Student Agenda:** We expect your child to have their agenda with them at all times. The agenda will be used to enter assignments as given in class. In addition, the agenda needs to be with them for all classes.

**PowerSchool:** Student grades can be viewed via Powerschool.



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## Assessment/Grading/Evaluation Tools and Practices

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### Grading Policies

It is my expectation that each and every student in this class will experience success. It is important that you experience both responsibility and accomplishment. These are two things that will help you succeed the rest of your life. I do not give grades, you earn grades. Every student begins the year with 100%, it is your job to keep that 100%. It is my job, as your teacher, to help you keep that 100%. I will help you any way I can. However, it is the choices you make that will determine your grade. Please take care of yourself and your future by making positive choices!

#### 1. **Late and Missing Assignments**

One of the most important lessons you will ever learn is responsibility. If you turn in an assignment late, it will be recorded. Your percentage is dropped when you turn in your work late and is a zero if it is never turned in.

#### 2. **Redo Assignments**

Any assignment that you get below a 70% on may be corrected for a better grade. I will generally mark assignments indicating that they should be redone. However, if you feel that you would like to redo any assignment, please discuss this option with me (at an appropriate time). There is a time limit of one week on all redone assignments.

If you are having difficulty with a skill or concept, please feel free to discuss it with me. There are things that I have a hard time learning also. I understand that sometimes learning a new skill is difficult. I am willing to meet with you and discuss options to help you learn better. For example, I may be willing to boost a test grade if a student were to do a short, researched



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presentation on the topic. Remember, I am here to help you succeed! I will do what I can to help you reach your goals. You can be successful in this room if you make the right choices!

### **Homework**

*As always, reading for pleasure is an excellent use of time.*