**6th Grade Reading Syllabus**

**Broad Meadows Middle School**

**Mrs. Taglieri**

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**Course Description**: The grade six reading class is based on Common Core State Standards defining the skills that all students must demonstrate. The students will have adequate exposure to a variety of texts and tasks. Students will read increasingly complex texts infusing rigor into the curriculum.

**Learning Expectations**:

**Key Ideas and Details**-Students will: *cite* textual evidence, *determine* a theme, *provide* a summary of the text, and *describe* the plot including how the characters respond and change as a resolution takes place.

**Craft and Structure**-Students will: *determine* the meaning of words and phrases as they are used in a text (figurative, connotative, word choice, meaning, and tone), *analyze* how a sentence, chapter, scene, or stanza fits into the structure of the text, *analyze* how a particular piece of the text contributes to the theme, setting, or plot, and *explain* how an author develops the point of view of the speaker or narrator in the text.

**Integration of Knowledge and Ideas**-Students will: *compare and contrast* the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, *identify* the conventions of legends and epics in historical and modern literary works, and *compare and contrast* texts in different forms or genres. (similar themes/topics)

**Range of Reading and Level of Text Complexity**-Students will: *read and comprehend* literature, including nonfiction, stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed.

**Writing**-Students will: *write* narratives using different points of view, *organize* writing, *develop* and *strengthen* writing, *use technology* to produce and publish writing, *complete research projects*, *gather* information from a multitude of sources, *draw evidence* to support analysis, reflection, and research, and *write* for diverse purposes in different time frames.

**Speaking and Listening**-Students will*: engage* effectively in a range of **collaborative** discussions (one-on-one, groups, and teacher-led)-students will *be prepared*, *follow* rules, *set* goals and deadlines, and *define* roles. Students will: *respond* and *make* contributions that contribute to the topic or issue, *demonstrate* understanding through reflection and paraphrasing, and *interpret* information in various media and formats. Students will: *delineate* a speaker’s argument and claims-to examine if the claims are supported by evidence and reasons, *present* claims and findings, *include* multimedia components, and *adapt* speech to the different contexts.

**Texts**:

The Grade 6 Common Core Coach, Reading Comprehension, The Language of Literature, Inside the Text, Collections, Read for Real, and Word Wisdom (for vocabulary enrichment)

A variety of novels are incorporated into the curriculum which may include the following: Stargirl, The Revealers, Schooled, Bridge to Terabithia, Esperanza Rising, Lily’s Crossing, The Watson’s Go to Birmingham, The View From Saturday, Journey Home, Stranger With My Face, Down A Dark Hall, Maniac Magee, Hatchet, Chasing Vermeer, The Road Not Taken, Dragonwings, Roll of Thunder Hear My Cry, The Diary of Anne Frank, and I Will Always Write Back. Additional nonfiction and fiction texts will be employed, as well as newspapers, magazines, literary essays, and internet resources that allow the students to study the topics and themes in depth.

**Classroom Materials**:

The following materials should be brought to class EVERY DAY:

agenda, pencil, notebook, folder, novel, and homework. Each student should also have a pleasure reading book.

**Major Topics**:

**Stories**: adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

**Drama**: one-act and multi-act plays; written form and in the form of film

**Poetry**: narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

**Literary Nonfiction**: exposition, argument, personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts

**Grading**:

Grading will be based on classwork, homework, quizzes, tests, journal assignments, essays, projects, presentations, constructed responses, and novel comprehension assignments.

**Homework**:

Homework may be assigned daily. Students are expected to complete homework on time. Points will be taken off each day an assignment is late. **Every assignment must have the correct heading in the top right hand corner-name, date, period, page number (if given).**

**Absence**:

It is the student’s responsibility to complete all assignments and assessments that are missed. The length of time to make up an assignment should correlate to the amount of time the student was absent.

**Formal and Informal Assessments**:

Quizzes, Tests, Homework, Classwork, Class Participation, Projects (individual and group), Constructed Responses, Essays, Arguments, Types of Writing, Oral Presentations, Research Projects, Summarizing, Paraphrasing, Comprehension Questions, and Claims

**Extra Help**:

Extra help is offered. Each student should make an appointment ahead of time to make sure that I am available.