Broad Meadows Middle School

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Ms. Dowdall

Ms. Brunelle

Sixth Grade Language Arts Syllabus

The 6th Grade ELA Course is designed to improve reading, writing, language, and speaking and listening skills. The focus of the class will strengthen students’ oral and written expression and further their ability to improve reading comprehension. Students will be encouraged to participate in class discussion and gain confidence speaking in class. Students will become more fluent and versatile writers through the use of a variety of texts, such as literature, informational, and argumentative writings,

In addition, students will be able to find key ideas and details, will study craft and structure of texts, and integrate their own knowledge and ideas into their responses to text. Attention will be given to the rudiments of vocabulary, grammar, punctuation, and spelling.

The 6th Grade Advanced ELA Course builds upon the same courses of study with additional components that increase rigor and expectations. Students will be able to generate high-level questions and ideas through practice of the Socratic Method. The class will use the *Touchstones Discussion Project* as a guide for this process. In addition, they will become more independent in leading class discussions, analyzing texts, and completing assignments. They will evaluate and analyze the writing and thinking of peers and others. Students will become adept at self-directed study and reflective practice. A focus on independent study and a faster pace creates a more challenging atmosphere in the advanced class.

Instructional Materials*: Collections, Language of Literature,*

newspaper and magazine articles, collected poems, collected short

stories, Bloom’s Taxonomy, approved and related videos. ELA will coordinate with

Reading to reinforce literary and writing elements.

Main Units of Study: (not necessarily in order of delivery)

 Informative Writing—students will learn to summarize, two column note taking, simple

 citations, penalties for plagiarism, research procedures.

 Response to Literature and Informative Text—after reading poetry, short stories, essays,

news and magazine articles, and other fiction and non-fiction pieces, students will respond to a question or statement. Students will learn to choose correct evidence from text, quote information, stay on topic, infer information, form an opinion, and present findings to class.

 Reading Drama—students will understand the elements of drama, including stage

 direction, stereotypes, and character development.

 Opinion and Persuasive Writing—students will develop opinions and points of view

 after being exposed to informative texts, documentaries, articles, and editorials

 that present various views. Students will be able to make an informed opinion

 and write an essay to support their POV.

 Personal Narratives—students will organize, draft, revise, edit, and publish writing

 based on their lives

 Creative Writing—students will organize, draft, revise, edit and publish a fictional

 writing based on or inspired by fictional text presented in class.

 Ongoing—throughout the year students will improve comprehension, writing,

 vocabulary, grammar, oral presentation, and other ELA skills.

Assessment Tools:\*

 Portfolios

 Rubrics

 Teacher Observation

 Projects

 Writing assignments

 Tests/Quizzes

 Presentations

Participation

Homework

\*Not all assessments will be used all the time. IEP and 504 modifications will be applied.

Homework Expectations: Homework is always correlated with classroom instruction. Approximately 15-20 minutes is assigned per subject per night. Students should allow a sufficient amount of time in order to complete long-term assignments. Some homework may be counted as a quiz grade.

Grading Policy: In determining student grades, teachers will include the following for credit:

classwork, homework, tests, quizzes, essays, projects, and class participation.

Makeup Procedure: Students are responsible for work missed due to absence and should report directly to their academic teacher to see about missed assignments. Students should make up work within one week after an absence. Exceptions will be made as needed.

General Information: Notebooks, writing materials, and appropriate texts should be brought to class every day. Text books should be covered.

Adjustments can be made in this syllabus to meet student needs.