Sixth-Grade Reading Syllabus

2014-2015

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| Instructor: Cheri SerlinRoom 102E-mail: cheri.serlin@somersetnv.orgWebsite: [www.msserlinsreadingclass.weebly.com](http://www.msserlinsreadingclass.weebly.com)General Information:Welcome to Ms. Serlin’s Reading class for sixth grade. I will act as your child’s “director” in reading; I am looking forward to spending a “red carpet premier” year together. Our sixth grade reading theme will center on moving towards independence and making choices and taking responsibility. The whole class novels and short stories we will read will focus on characters that are making choices and encountering responsibilities as they move toward being independent. In turn, this will provide the students with opportunities to analyze the importance between what they’ve read and real life. Our Class Motto is: Lights…Camera…READ!

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## Course Description:

The sixth grade reading program offers a balanced approach in order to ensure success. This approach includes teaching reading skills, vocabulary skills, and comprehension strategies. The students will master these skills and strategies. Lessons will be provided to practice weekly comprehension skills and strategies. I will provide them with opportunities to analyze and understand what they read. Students will read authentic literature for meaningful purposes. They will demonstrate application of skills and strategies though activities that enable them to use their knowledge. Students will have opportunities to independently read in and outside of class. Direct instruction/practice (min-lessons) of

specific skills and strategies will be accomplished through teacher modeling and whole group/small group practice.

**Somerset Academy adheres to Common Core Standards.** To become more familiar with these standards, please explore them in depth at [www.corestandards.org](http://www.corestandards.org).

## Expectations and Goals

The goal of the sixth grade reading program is to provide instruction that will enable students to become strategic readers and independent learners. Based on the Common Core Standards, after completing this course successfully, students will be able to do the following:

Students will read, summarize, analyze, synthesize, and evaluate a variety of texts to build an understanding and make connections to themselves and the world. In sixth grade, students demonstrate an understanding of critical reading as they begin to read between the lines and gain understanding beyond the text. They will compare and contrast novels by analyzing the characters, setting, and plot structure. The program hones in on these essential skills and strategies by providing explicit instruction and opportunities for students to develop, practice, and master a specific comprehension skill. Students will be taught the literary elements and techniques.

The literacy selection will include shared (whole class) novels, literature circles, and book chats/shares. In addition, the students have many opportunities for enrichment through independent reading and book projects.

Students will continually build their fluency skills and word-level knowledge. Like fluency, word-level knowledge is essential for comprehension. Students will be given a weekly vocabulary list in class comprised of useful words they will in encounter in many contexts and College Board’s ***SpringBoard,*** the sixth grade student language arts textbook.

## Materials your student will need for ALL 6th grade classes

* 2” 3 ring binder
* Pkg of dividers
* Pkg of plastic pocket dividers
* 3 Pkgs loose leaf college ruled paper
* Pencils (can be mechanical)
* Pkg of highlighters
* Pkg of pink erasers
* 1 zippered pencil pouch for 3 ring binder

**Materials needs for Reading class to be kept in backpack**

* (1) 2 composition books (might need 2 for entire year)
* Page Protectors for handouts
* Thin tipped felt marker for editing and correcting (any or all colors)
* Ream of copy paper
* OPTIONAL\*\*\* Flash drive to save work at home and at school

## Wish List (Community items) - Every $4 = 1 Volunteer Hour

* **Candy for Classroom Concession Stand**
* Regular sized post-it notes
* Clorox Cleaning Wipes
* Scissors
* Sheet protectors
* 3X5 index cards
* Glue sticks
* Pocket folder with brads
* Kleenex
* Pump sanitizer
* Card stock paper (any color)
* Colored copy paper
* Colored pencils

# 6th Grade Bell Schedule

1st Period 7:30-8:30

2nd Period 8:33-9:33

3rd Period 9:36-10:36

Lunch 10:36-11:06

4th Period 11:09-12:09

5th Period 12:12-1:12

6th Period 1:15-2:15

**Classroom requirements, expectations, and policies:**

A. **Testing:** Tests and quizzes will be administered throughout the course of study to determine the individual student’s development and comprehension. This will include end-of-semester exams.

B. **In-class assignments:** In-class assignments will include discussions, reading response journals, vocabulary/word study building, literature circles, popcorn/book shares, SSR (silent reading), hands-on/creative book projects, and objective activities.

C. **Homework assignments**: Homework assignments will include 20 minutes of nightly reading Monday – Thursday, reading log activities are to be completed nightly and turned in on Fridays. Three homework whole class novels will be assigned during the school year to be completed with accompanying book projects. Students are expected to arrive to class with homework assignments completed and ready to hand in. It is an effective tool in developing responsibility, good study habits, and skills. It is an extension of the classroom learning process.

D. **Make-up work:** Students with an excused absence must complete make-up work within one day of the absence to earn credit. We follow a one-for-one system: for each day absent the student has one day to make up the work. For example, if a student is absent for three days, that student will have three days to complete make-up work with all assignments due at the beginning of class on the fourth day. Students are responsible for obtaining all assignments, lecture material, notes, etc., either via the class website or by seeing the teacher before or after school, not during any class period. Students who miss class for a school activity are expected to obtain the work they will miss prior to their absence and have it completed upon their return. Tests and quizzes must be made up within one week of the absence with teacher approval. After one week, the student will not be permitted to make up the test or quiz unless prior approval from the teacher has been arranged.

E. **Short-term work:** Short-term work is due the day immediately following the absence. If the student is absent on the day an assignment is due, he or she must turn it in the day he or she returns to school. If the student does not have it on the day he or she returns, it is late and will require the use of a NQA (No questions asked).

F. **Late work:** Late work will be accepted ONE day late for half credit; however, each student will receive two late homework passes (NQA) that will allow one assignment per pass (within permitted guidelines stated on the pass) to be turned in up to one week from the due date for full credit. If the pass is not used and still in student possession, it can be redeemed at the end of each quarter for 10 points of extra credit.

G. **Organization/study skills**: It will be required that students have a notebook, pencil, and paper each day when class begins. Student may lose participation points if he or she repeatedly is unprepared.

H. **Technology:** Internet, computer software, and video will all be used throughout the school year. Students will use the school and local libraries as well as Internet access to complete reports. Students will type their projects using a word-processing program of their choice. All projects and essays must be typed and follow the MLA format. Please become very familiar with the following website: http://owl.english.purdue.edu/ (specifically the MLA formatting guide). In addition, students will be required to use an educational blogging website called Edmodo. Assignments may be completed at home. Students are expected to make the appropriate arrangements to complete these assignments on time. We also encourage all students to BYOD (bring your own device) to class each day.

I. **Extra credit:** Assignments for additional credit will be available periodically and are above and beyond the standard requirements of the class. Students can find all available extra credit on the teacher’s website. Extra credit may be altered at any time, and it is the student’s responsibility to follow all instructions completely and accurately to earn any or all of the extra credit points available. If the directions are not followed, the teacher will not seek out the student to make these corrections.

J. Eating or drinking (other than water) is not allowed.

K. Students must be in their seats before the tardy bell rings and are dismissed by the instructor, not the bell.

L. Students may get additional help/make-up work before or after school by making an appointment.

**Evaluation/Assessments**: In order to assess students’ understanding, on-going daily, weekly, and periodic assessments will be administered. These assessments may include, but are not limited to, performance based assessments, structured responses, anecdotal record keeping, teacher observation, self-reflection, and use of rubrics.

A. The evaluation of a student’s performance will be based on many factors, including class work, homework, quizzes, reading tests, weekly vocabulary tests, projects, and classroom participation.

B. An overall point system will be used. There will not be a certain percentage point assigned to any particular category.

C. Participation will directly affect the citizenship grade earned each quarter.

D. Semester exam: this will count for 20% of a student’s final semester grade, with each quarter counting for an equal percentage (40% each); however, if a student earns an “A” for both quarters, the semester grade will only count for 10% of the final grade.

E. While quarter grades will not be rounded, it is up to the teacher’s discretion whether or not he or she rounds the semester grade up to the next letter grade.

**Grading:**

A. Grades will be figured according to the following scale:

90 - 100% = A 80 - 89% = B 70 - 79% = C 60 - 69 % = D 0 - 59 % = F

B. **Grade reports:** grades will be posted on Infinite Campus on a weekly basis. If a student notes a discrepancy in his/her grade, it will be left to the student to report that discrepancy to the teacher and make sure that it is rectified before the following grading period. Printed grade reports for students to take home may be provided at teacher’s discretion. Progress reports are sent home midway through each quarter. Students earning less than a B at the time of the reports will receive an unsatisfactory report.

C. **Citizenship:**

1. Students are expected to attend school on a regular basis and come to class promptly, be prepared for class with writing paper and a writing utensil, be prepared to participate in class discussions, and respect the learning environment that the teacher and other students have created by not causing distractions.

2. This grade will be considerably affected by the participation grade.

IX. **Progressive discipline:** Students who are routinely disruptive or unprepared will be subject to repercussions; the consequences are as follows:

1. First offense: verbal warning

2. Second offense: verbal warning

3. Third offense: parent contact and the lowering of a citizenship grade to an 'S'

4. Fourth offense: counselor referral and the lowering of a citizenship grade to an 'N'

5. Fifth offense: office referral and the lowering of a citizenship grade to a 'U'

6. In certain situations, it may become necessary to skip one of the steps of the progressive discipline plan.

X. **Policy on academic dishonesty:**

A. Preparing students includes imparting a fundamental respect for personal achievement and accomplishment. Academic honesty demands that each student is responsible for his or her own work and that no student will engage in any form of academic dishonesty or encourage, support, or tolerate any other student attempt to engage in such activity.