

Course Title: English Language Arts

Grade Level: Sixth

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**Course Description and Rationale:**

Students in sixth grade focus on active engagement with a variety of text and are required to complete numerous tasks which assess their depth of knowledge. In these tasks students will be required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, as does reading fluently and accurately for a variety of purposes. Students’ comprehension of the literal and contextual meaning of words, English language conventions, structures of diverse texts and materials, and fundamental elements of literature all support the greater comprehension of what they read, see, write, and hear.

In this grade, students will read and analyze a wide range of literature from different times and cultures, with an increasing emphasis on analyzing informational text on grade-level topics. Students will read two or more texts on a topic or theme and use a variety of comprehension strategies to compare, contrast, and integrate information from these texts. They will also analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students will be able to identify key individual details and use them as evidence to support their analysis while distinguishing between claims. Students will also be able to compare and contrast ideas presented across various mediums and use evidence to support claims presented across these texts. Additional analysis skills call for students to compare and contrast one author’s presentation of events with other interpretations. Students will also learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

In their writing, students in sixth grade will develop more sophisticated skills, such as using evidence from a variety of sources to support their purpose. They will revise, edit, and rewrite their written works and learn to incorporate new strategies to improve their writing product. Students will also conduct research projects that offer them an opportunity to practice gathering information, using print and digital sources, and paraphrasing or summarizing. Integrating reading and writing across the different content areas will be emphasized through the blending of the standards for literacy in history/social studies, science, and technical subjects within their written products. To further support their writing and speaking, students will learn conventions of standard English grammar and usage, capitalization, spelling, and punctuation while developing academic and domain-specific vocabulary. Students will learn to distinguish between words with similar meanings and to use common affixes and roots as clues to determining the meaning of words.

Students will adapt their communication in relation to audience, task, purpose, and discipline. They will exhibit and adjust, if necessary, a purpose for reading, writing, speaking, and listening as determined by the task. Students will engage effectively in collaborative discussions with diverse partners and groupings on sixth-grade topics and texts. They will be able to identify and analyze logical misconceptions in speakers’ presentations or from media sources. Students will also learn to present an argument and support it with a logical sequence of evidence by using expression and nonverbal elements for effect and audience engagement.

**Materials/Textbooks:**

SC College and Career Readiness State Standards in English Language Arts Curriculum for Grade 6

*Houghton Mifflin Harcourt* Textbook *NoRedInk*

Classroom libraries Word Mapping

MAP – Measures of Academic Progress Rubrics

HCS Consensus Map *Achieve3000*

*USA Test Prep* Technology

*LiteracyTA*

DBQs

**III. Selection of Reading Materials**

The district provides access to a wide variety of reading materials and resources in promoting literacy for students. In selecting the materials and resources for classroom libraries and media centers, teachers and media specialist follow the general procedures that may be found on the district webpage at <http://www.horrycountyschools.net/files/_rRLbP_/906e4d377a7060e33745a49013852ec4/Selection_Policy_for_Library__Classroom_Libraries.pdf>

and classroom library procedures that may be found at <http://www.horrycountyschools.net/files/_GPD6S_/d607d5236f6333913745a49013852ec4/Guidelines_for_Reviewing_Texts_Revised_5-15.pdf>

One of our schools’ primary goals is to develop lifelong learners, with literacy being a key component in this process. Reading a wide range of materials helps our students develop these literacy skills. While our school’s classrooms and media centers make every effort to provide only the highest quality reading materials, we understand that parents want to help their children make a wise choice as it pertains to what their child reads. Parents who may have questions about their child’s reading material may contact their school media specialist to request additional information regarding the title, including possible professional reviews of the title. The school media specialist will work collaboratively with parents to identify titles that will help develop a love of reading.

**IV. Assessments and Grading Scale:**

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| **Assessments** | **Grading Scale** |
| Performance-based tasks Projects  Interviews Journal entries  Diagnostic tests Formal presentations  Conferences Homework  Collaborative inquiry Observations  Class participation Quizzes  Oral and written explanations Comprehensive tests | 100-93 A  92-85 B  84-77 C  76-70 D  Below 70 F |

**V. Classroom Requirements:**

Students should arrive to class each day with materials for learning. These materials include a textbook, pencils, 3-ring binder, notebook paper, ear buds, and fully charged iPad. If there was homework assigned, then the completed homework assignment would be a requirement as well. Students should adhere to all behavior guidelines in the classroom, as not to interfere with the learning process of others.

**VII. Homework Policy:**

Homework will be assigned as the teacher deems it necessary. This may not be every day. Many times a homework assignment may be assigned over a period of several days. Students are responsible for recording all assignments, completing assignments, and turning them in on time. Students should read 15 minutes each night.

If a student is absent, **it is his/her responsibility to make up all work missed during the absence.** The student **must** request the makeup work from the teacher. The school handbook states that a student has five days upon returning to school to complete the work, unless an extended period of time has been determined by the teacher. If the work is not turned in during this time frame, **the grade is a zero.**

**VII.** **Texts Selections:**

The following novels have been chosen for possible whole-class instruction during the 2015-2016 school year. These are possible selections. We may not have the opportunity to read the selections below, but if we do read a novel as a class, it will be one of the selections below.

*Bud, Not Buddy* - Christopher Paul Curtis

*Holes* – Louis Sachar

*The Lottery Rose—*Irene Hunt

\* *Any objection to a specific title should be made to the teacher so an alternative selection can be offered on an independent contract basis. Parents are encouraged to read and discuss assigned novels with students*