



Sixth Grade Literacy: Course Syllabus for Families

The purpose of this document is to inform families of sixth grade literacy course goals, units and topics of study, evaluation procedures, and ways to support students' literacy learning.

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Course Info:


80 minutes/five days/week, full year. Students will work to enhance communication skills via reading, writing, speaking, listening, viewing, and utilization of technology. Reading a wide variety of non-fiction and literary genre will allow students to grow in their ability to read with understanding and fluency, make connections, and listen and speak effectively. Differentiated instruction and ongoing data analysis are utilized to meet individual student needs.

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We want so much for our students. The District's Portrait of a Graduate guides instruction in Room 314.



Community Unit School District 201
Portrait of a Graduate



The CUSD 201 Portrait of a Graduate is meant to guide students as they develop skills necessary for success in this rapidly changing, increasingly diverse, and interconnected world. The three pillars of the CUSD 201 portrait of a graduate are academics, higher-order thinking, and student agency.

Student Agency	Academics	Higher-Order Thinking
<p>Engages in healthy and positive practices and relationships to promote overall physical and mental well-being.</p> <p>Embodies a growth mindset to complete complex tasks and overcome academic and personal challenges to meet goals.</p> <p>Engages in self-reflection for individual improvement and advocacy.</p> <p>Demonstrates empathy, compassion, and respect for others</p>	<p>Applies effective reading skills to acquire knowledge and broaden perspectives.</p> <p>Communicates effectively in speaking and writing for various purposes and audiences to convey understanding and concepts.</p> <p>Uses technological skills and contemporary digital tools to explore and exchange ideas</p> <p>Acknowledges and understands diverse perspectives and cultures.</p>	<p>Engages in problem solving, inquiry, and innovative solutions to overcome obstacles to improve outcomes.</p> <p>Evaluate ideas and information sources for validity, relevance, and impact.</p> <p>Uses information in novel and creative ways to strengthen comprehension and deepen awareness.</p> <p>Contributes to solutions that benefit the broader community.</p>

We utilize the Illinois State Learning Standards, also known as Common Core State Standards, to plan instructional experiences for students.

Sixth Grade Literacy Essential Standards:

While there are many standards we'll work on during the course of the year, these have been identified by members of the Literacy Department as "essential" to sixth grade students' Literacy knowledge and skills.

Reading

- CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing

- CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Language

- CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Curriculum and Instruction: Our Plans for the Year:

The following serves as tentative plans for the year. We will be piloting a new curriculum in Literacy, and making changes to tentative plans as needed to support student growth.

Unit of Study (in order of progression)	Standards We'll Work With
Characters Who Change and Grow	<ul style="list-style-type: none"> ● <u>RL.6.1, RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● <u>RI.6.2</u>, Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● <u>RI.6.3</u> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● <u>W.6.1</u> Write arguments to support claims with clear reasons and relevant evidence. ● <u>W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● <u>L.6.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ● <u>SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Failure and Success	<ul style="list-style-type: none"> ● <u>RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● <u>R.L.6.2</u> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● <u>RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

	<ul style="list-style-type: none"> ● <u>W.6.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● <u>L.6.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● <u>L.6.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ● <u>SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Research	<ul style="list-style-type: none"> ● <u>W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● <u>W.6.8</u> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Folklore	<ul style="list-style-type: none"> ● <u>RL.6.2</u> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● <u>RI.6.3</u> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ● <u>RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● <u>RL.6.7</u> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an

	<p>audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <ul style="list-style-type: none">● <u>.W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.● <u>.SL.6.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.● <u>.L.6.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
Embracing Our Differences	<ul style="list-style-type: none">● <u>RL.6.2</u>, Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.● <u>RI.6.3</u> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).● <u>RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.● <u>.RI.6.5</u> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.● <u>.RI.6.6</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.● <u>.W.6.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● <u>.L.6.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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| | <ul style="list-style-type: none">● <u>L.6.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.● <u>SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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To ensure students are engaging in course activities, it's important they 'keep pace' with classwork. As we work, students will receive feedback related to their learning. We need to use it to continue to grow and meet (and exceed!) our standards.

Often, parents/guardians become frustrated because they don't feel like they know what's going on in class. We rely on students taking responsibility for maintaining their daily (written) agenda. [The 6th Grade Daily Homework Slides](#) are shared in STAR/Resource classes daily, and are another place to look to make sure students are keeping pace with homework.

Student progress will be reported via Otus. Students and families will be able to see points earned on coursework and feedback on student proficiency of the standards assessed.

Course work will be assigned to one of two grading categories. Those categories include:
Classwork 50% (work assigned to be completed that allows students to practice skills we're working on in class--daily assignments, short term projects)
Tests 50% (work assigned to evidence mastery of a course standard--essays, long term projects)

General Topics of Study/Methods for Working include:

- Argumentative Writing Pre and Post Assessment
- Grammar work and assessments
- iReady assessments
- Goal setting/progress monitoring
- Active Reading Strategies
- Guided Reading Groups
- Vocabulary study
- Poetry
- Short Stories
- Literacy Stations
- Novel Study/Book Clubs
- Discussion (in class, online)

Research (w/various types of media)
Writer’s Workshop (the process, narrative, expository, argumentative writing)
Independent Reading (fiction and non-fiction text)
Using media (besides text) in literacy

Independent Literacy Work:

Students will be given time for daily independent reading. Students are to have materials to read in class daily. Materials can be fiction or nonfiction. We’ll make class trips to the Media Center on a weekly basis. Students are welcome to bring their own/public library books/books on devices to class. Students will be asked to provide evidence of interacting with text as well as to share their work/thinking with peers (journaling, in class sharing, sharing using online tools, individual conferences w/me).

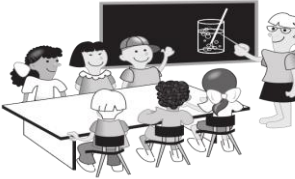



Materials for Learning:

Students are expected to have their charged Chromebook, agenda, pen or pencil, folder, independent reading book, and homework/class work as needed on a daily basis.

Expectations for Working and Learning in Room 314:

We adhere to behavioral expectations of WJHS; the three pillars of the Panther Path—Be Responsible, Be Respectful, and Be Safe. Throughout the year, we’ll work as a whole class, as individuals, in a small group. Some days, we’ll move class to the Media Center. In order for us to learn, we need to create and maintain an environment in which we can learn. If expectations are not being met, we’ll follow the Progressive Discipline Model to address problematic behavior.

The Panther Path: Working and Learning in Six Lit

<p>Whole Class Work</p> 	<p>Group Work</p> 	<p>Independent Work</p> 	<p>Working with an adult</p> 
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Be Responsible

- Follow directions.
- Actively participate and stay on task.
- Bring/have all necessary materials:
 agenda
 pen/pencil,
 charged Chromebook,
 work,
 bellwork,
 journal,
 independent reading book.

-Follow staff directives.
 -Ask questions.
 -Answer questions.
 -Bring all necessary materials.

-Follow staff directives
 -Know the task
 -Ask questions/share
 -Answer questions
 -Everyone has a turn to share
 -Bring all necessary materials

-Follow staff directives
 -Know the task
 -Ask if you get stuck
 -Finished? Turn work in or keep. What can you work on next?
 -Bring all necessary materials

-Follow staff directives
 -Ask questions
 -Answer questions
 -Bring all necessary materials

Be Respectful



- Speak kindly to others
- Take turns talking
- One person talks at a time
- Listen to what others are saying
- Look at the speaker
- Listen to the speaker
- Everyone takes a turn to talk
- Value the property, space, and feelings of others

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-Speak kindly to others
 -Take turns talking
 -One person talks at a time
 -Listen to what others are saying
 -Respond or share as requested
 -Ask questions
 Value the property, space, and feelings of others

Be Safe

- Keep hands, feet and



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| objects to yourself
<ul style="list-style-type: none"> • Keep your space clean and organized • Sit in your seat with all four legs of the chair on the floor | | | | |
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Monitoring Progress:

Students are expected to maintain a daily written agenda. The 6th Grade Daily Homework Slides are the next place to look for student homework. By using these tools, students and families can be proactive.

Students and families are expected to access Otus on a regular—weekly or biweekly— basis. I will update grades/student proficiency toward standards weekly, usually by Friday morning. Students are encouraged to inquire about questions related to work/grades as it appears in Otus. Families are welcome to inquire about work/grades as they appear in Otus.

Further concerns about progress:

We are partners in your student’s learning/WJHS experience. Please don’t hesitate to contact me with concerns—especially if students have struggled in the past, or you see new behavior. If concerns persist, or present in multiple classes, parents/guardians may contact the sixth-grade team to schedule a conference dealing with a particular subject area and/or concern.

Verbal and Written Expression:

Free speech and expression are guaranteed under our constitution. However, students who direct libelous statements, slanderous, threatening or harmful remarks in verbal, written or website based/computer file form will be dealt with immediately.

Acceptable Use of Technology:



As per the acceptable use of technology agreement/Chromebook policy handbook students sign, students are expected to use technology for the purpose of lessons and class activities. In cases where students are not, situations will be dealt with.

Absences:

If your student is absent from school, he/she/they should be sure to check Otus for missed work. Following any absence, it is the student's responsibility to inquire about missed schoolwork or exams and to complete them. A student will be allowed one day to make up work for every day of excused absence.

Extending Learning Opportunities for Your Student:

- SRW: School Related Work: Consider helping your student extend his/her learning by encouraging him/her to engage in school related work outside of school. That work can include reading a book related to a topic being studied in classes, engaging in research to further investigate a topic, creating something related to a topic of study or book, organizing folders, reading the study tips in the agenda, reading or writing to complete chores—helping write a grocery list or a letter to a relative, reading to a family member, and/or evaluating progress made toward goals. There are many possibilities. Students who achieve success in their studies engage in work and learning beyond the school day.
- Writing Contests: Students are encouraged to participate in writing contest opportunities. As contest information is made available, information is shared with students via morning announcements.

Thank you for supporting your student's literacy learning!
Here's to a great year!