

6th Grade STEM

ENGLISH, READING & LANGUAGE ARTS 2021-2022 UNIT SYLLABUS



UNIT 1 COURSE DESCRIPTION

• Unit 1 establishes the practice and routines of the reading and writing workshop, while exploring how reading can change our perception of others. Students will examine narrative text, fiction and literary nonfiction, while building their knowledge of genre and reading comprehension strategies. Students will craft personal narratives and employ the key features of the genre.

WELCOME STATEMENT

We are educators who believe that each student has the potential to change the world, and we can support this by providing the best foundation.

LESSONS & LEARNING OBJECTIVES

*Lesson One: Our Choices Matter

I can preview books and choose a book for independent reading. I can read a self-selected text for independent reading.

*Lesson Two: We are writers

I can create a draft by selecting a topic using my personal interests. I can interact with sources in meaningful ways such as using graphic organizers and free writing.

*Lesson Three: Reading to Relate

I can make connections to texts to ensure my comprehension. I can draft responses to my reading.

*Lesson Four: Reading is Predicting

I can determine the meaning of words using context. I can make predictions while I read to monitor my comprehension.

*Lesson Five: Reading is Thinking

I can generate questions about a text before, during and after reading to deepen my understanding and gain information. I can document my thinking with annotations before and during my reading.

*Lesson Six: Reading is Seeing and Feeling

I can make connections to and beyond the text. I can visualize what an author is saying to better comprehend a text.

*Lesson Seven: Shapes of Stories

I can identify and analyze narrative elements. I can determine the literary genre of a text based on text features and the language of the text.

*Lesson Eight: People and Stories in a Nutshell

I can make inferences about a story's plot and characters. I can draft a summary that relays the most important events in the story.

*Lesson Nine: Theme

I can interact with texts through annotations. I can accurately identify directly stated or implied themes in a narrative text.

*Lesson Ten: We Are Storytellers

I can create an organizational plan on the kind of writing I wish to complete. I can produce a type of writing based on ideas I have come up with to fulfill the task.

*Lesson Eleven: Share Your Story

I can revise my writing to add effective word choice. I can share my writing with others.

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ASSESSING PROGRESS

Independent Reading: Every six weeks, you will be required to read 2 books with a minimum of 150 pages each and complete a Reading Response Sheet and a Reading Log. Some units, we will be reading novels as a class, and that novel can count towards your 3 books for that semester. You will have some class time to work on this, but the majority of the reading should be done outside of class. Students will be using a digital reading app called, MackinVIA to ensure that every student has access to a book of their choice. At the beginning of the year, students will be taking a Diagnostic Reading Assessment to see the current reading comprehension level. At the end of the year, we will take the STAAR Test – and our goal is to make one full year’s growth in our reading comprehension

READING LOGS

As students are reading their required books, they will be responsible for tracking their reading. The purpose of these logs is for students to develop a deep understanding and a deep passion for reading and writing. It is also to help students collect data about their reading and writing habits, so that they can correct those bad habits.

TARDY POLICY

If a student is tardy to class, they will be required to sign a class tardy log, or make sure they have a written excuse. After three unexcused tardies, students will be required to have lunch detention. If tardies continue, they will be referred to their grade level principal

TESTING POLICY

STUDENTS ARE ELIGIBLE TO BE RETESTED. ONE OPPORTUNITY WILL BE GIVEN IF ORIGINAL GRADE WAS LESS THAN 70%

- MUST COMPLETE A RETEACH ACTIVITY AND PARENTS NEED TO SIGN THE ORIGINAL TEST.
- MAJOR GRADES ONLY - EXCEPTION IS PROJECTS, ESSAYS, OR NINE-WEEK EXAMS, AND SEMESTER FINALS. THOSE ARE NOT ALLOWED A RETEST OPPORTUNITY.
- CHEATING OR NO EFFORT DO NOT HAVE A RETEST OPPORTUNITY.
- HIGHEST RETEST GRADE IS 75%.

ABSENCES

Students who have missed assignments due to absences, they will be responsible to look in the day of absent folder/videos and retrieve any missed handouts, or work, and discuss with the teacher the specifics of the assignments and their due dates. Once established, the district late work policies go into effect. If the student is missing the work due to an absence, they will have one day for each day they were absent plus one extra day.

Late Work Policy

Students are expected to do their best on each assignment in a timely manner so the teacher can enact accurate feedback and instructional response.

A student has 3 days to turn in late work:

- 1 day late = 10 points will be deducted from the top of the grade.
- 2 day late = 20 points will be deducted from the top of the grade.
- 3 days late = 30 points will be deducted from the top of the grade.
- NO LATE WORK will be accepted after 3 days. A zero goes in the grade book.

6th Grade STEM

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HOMework

In addition to the outside reading, reading response sheet and reading log, students will have homework at least three times a week. The homework will be designed to provide a means of re-enforcing the curriculum after the student has been provided the proper instruction. It is very important that your child complete the homework in the time provided and turn it in on the correct due dates.

SUPPLIES

- 2 composition notebook
- A folder to store past assignments/homework (optional)
- An assorted color of pens
- Pencils
- Index cards
- Sticky Notes
- Highlighters
- Pocket Dictionary /Thesaurus

CLASSROOM/VIRTUAL EXPECTATIONS

The goal is to create a safe and encouraging learning environment for every student. Students are expected to treat everyone around them with kindness and respect, and approach learning with a positive attitude.

- Be Punctual:** Be on time with all materials
- Be Prepared:** Bring required materials to class. If you are unable to get classroom supplies, let me know.
- Be Polite:** Wait respectfully and calmly for your turn. Actively listen when someone else is talking.
- Be Productive:** Maximize learning time by being engaged, motivated, focusing, and following directions.

TUTORIALS

•Students will have the opportunity to attend tutorials. Students will be provided with a schedule.

CELLPHONES

Students can bring their cell phones to school, however, as students enter the classroom, they will be expected to place their phones in the designated area in the classroom during instructional time. They will pick them up at the end of class. This procedure will take place in ALL the six-grade classrooms this school year. This will better help students to focus more on their work, instead of being distracted by their phones. The goal is to ensure that all students achieve success.

****Unauthorized use of the cell phone will result in it being collected and turned in to the main office, where a parent will need to pick it up and pay the \$15.00 fee.**

Note: During virtual class hours no cellphones usage will be allowed unless for class activities.

ADDITIONAL EXPECTATIONS

- Come to class eager to learn, ask questions, and debate the material learning.
- Challenge the limits of their learning.
- Be responsible for his/her own learning.
- Be open to other students' opinions and beliefs.
- Work to develop strong literary and writing skills
- Complete and submit all assignments on time.
- If you are struggling to understand the content or skill, speak up and ask for help
- Come to tutorials IMMEDIATELY when you do not understand the material.

6th Grade STEM

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AS TEACHERS WE WILL:

- Come to class daily prepared with meaningful and relevant lessons.
- Provide instruction that motivates and engages students.
- Be fair and not judgmental.
- Treat all students with respect.

BEHAVIOR DISCIPLINE PLAN

- 1st Offense: Verbal or Written Warning
- 2nd Offense: Take a Break Fix-It Plan (and/or seat change and other loss of privileges)
- 3rd Offense: Parent notification/conference
- 4th Offense: Office Referral

CONNECTING HOME WITH SCHOOL

As a parent or guardian, I believe you should know exactly what is happening in the classroom and what your child is learning and doing. That is why, this school year, I will send out a classroom weekly newsletter. This will inform you of reminders, bright spots, what we plan to cover, and any upcoming assignments and due dates you need to be aware of. I will be emailing it, so please make sure to provide update information on the assignment below so you may receive that access to information on what's happening in our classroom.

I am looking forward to working with you and having a great year. I do place a lot of responsibility on my students to do their best while in my class. I will do everything in my power to educate and empower your child and I expect your child to do everything in his/her power to learn and succeed.

I am always available if students have questions or need help. "I dunno" or "You weren't here or in class" isn't an excuse if you don't come for help when you need it.

I look forward to a wonderful and exciting school year. If you have any suggestions, questions, or concerns, please do not hesitate to contact me. "Positive communication is essential to a successful relationship."

CONTACT INFORMATION

Mrs. Portia Johnson - ELAR Teacher
Portia.Johnson@houstonisd.org

ASSIGNMENT

PARENTS, OR GUARDIANS, PLEASE COMPLETE THE ATTACHED FORM AND SIGNED IT VERIFYING THAT THE SYLLABUS HAS BEEN READ AND RETURN IT TO ME TOMORROW BY EMAIL AT PORTIA.JOHNNSON@HOUSTONISD.ORG. THE COMPLETED SIGNED FORM WILL BE YOUR CHILD'S FIRST GRADE FOR THIS CLASS.

ACKNOWLEDGEMENT OF SYLLABUS

STUDENT NAME (PRINT)

O I HAVE READ THE SYLLABUS AND UNDERSTAND IT.

O I AM AWARE OF WHAT SUPPLIES ARE NEEDED FOR THE CLASS.

O I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO CONTACT MY TEACHER IF I HAVE QUESTIONS REGARDING MY GRADE.

O I AM AWARE OF MRS. JOHNSON E-MAIL ADDRESS AND UNDERSTAND THAT I SHOULD COMMUNICATE ANY QUESTIONS, OR CONCERNS.

PARENT/GUARDIAN SIGNATURE:

STUDENT SIGNATURE:

CONTACT INFORMATION (PLEASE WRITE CLEARLY):

MOTHER'S NAME: -----

EMAIL: -----

MOTHER'S WORK #: -----

CELL PHONE: -----

FATHER'S NAME: -----

EMAIL: -----

FATHER'S WORK #: -----

CELL PHONE: -----

PRIMARY LANGUAGE : ----- TRANSLATOR Y/N

THE FINE PRINT: EVERYONE CAN BE SUCCESSFUL IN THIS CLASS. READING AND WRITING IS IN DEMAND AND IN USE THROUGHOUT THE WORLD AND YOUR MASTERY OF IT WILL HELP YOU COMMUNICATE EFFECTIVELY WHETHER READING, WRITING OR SPEAKING FOR HIGHER EDUCATION PURPOSES OR THE WORKFORCE. READING IS THE MOST IMPORTANT SKILL YOU NEED TO MASTER SINCE YOU MUST READ TO UNDERSTAND AND LEARN. STUDYING AND DISCUSSING THE ISSUES THAT LITERATURE PRESENTS WILL MAKE YOU A BETTER THINKER AND A WELL-ROUNDED PERSON. THIS CLASS, EVEN IF YOU'VE HAD A TOUGH TIME WITH READING BEFORE, CAN BE ONE OF YOUR FAVORITES OR YOUR MOST MEMORABLE BECAUSE YOU ENJOYED IT. YOU DECIDE THAT, NOT ME. YES, FIRST IMPRESSIONS ARE IMPORTANT, BUT THE IMPRESSION LEFT ON YOU BY THE EXPERIENCES IN THIS CLASS IS WHAT WILL SHAPE YOU AND YOUR MIND. EDUCATION IS SOMETHING THAT CAN NEVER BE TAKEN FROM YOU; INVEST YOUR TIME AND ENERGY INTO IT AND IT WILL PAY OFF. THIS CLASS WILL CHALLENGE YOU, FRUSTRATE YOU, MAKE YOU LAUGH, MAKE YOU SAD, MAKE YOU THINK, AND ULTIMATELY PREPARE YOU FOR SUCCESS. MAKE IT COUNT!