

# Welcome to 6th grade ELA with Ms. Washington

2019-2020

Reading and Writing through the New Jersey Student Learning Standards

## English Language Arts/ Reading, Writing and Reasoning



Welcome sixth graders! I'm your instructor, Ms. Washington. I hope everyone enjoyed the summer! This school year is going to be filled with new and exciting things in ELA! I am looking forward to seeing everyone in September!

We'll be together for the duration of the year. In this course, we'll come together to help you learn to 6<sup>th</sup> Grade Standards in ELA. The 6<sup>th</sup> grade English and Reading curriculum teaches basic skills and competencies in an integrated program that connects all of the language arts. Basic grammar lessons will be interwoven with vocabulary development, literature selections, and composition skills. Listening, speaking, and thinking skills will be taught, and the five-step writing process will be incorporated across the curriculum with a primary focus on essay writing and creativity. Computer literacy and usage will be reinforced through word processing programs and Web technology. Study skills and spelling lessons will be an integral part of the overall program.

### COURSE SYLLABUS

2019 -2020

Cicely Tyson Middle/High School  
Title of course, ELA 6<sup>th</sup> Grade  
Academic Year: 2019-2020, M-F

Ms. J. Washington  
School number: (973) 414-8600  
Room Number(s) 205

Google Class Code:

E-mail address [j.washington@eastorange.k12.nj.us](mailto:j.washington@eastorange.k12.nj.us)

### CURRICULUM:

#### New Jersey Student Learning Standards for English Language Arts

The 6<sup>th</sup> grade English and Reading curriculum teaches introductory skills and competencies that connect language Arts to all contents. Basic grammar lessons will be interwoven with vocabulary development, literature selections, and composition skills. Listening, speaking, and thinking skills will be taught, and the five-step writing process will be incorporated across the curriculum with a primary focus on essay writing and creativity. Computer literacy and usage will be reinforced through word processing programs and Web-based programs.

## Student Learning Objectives:

### CCSS.ELA-LITERACY.RL.6.1

**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**We are learning to/Students will be able to:**

#### Types of Evidence

- Recognize the types of evidence - explicit and implicit
- Recognize explicit information and ideas that are directly stated in the text.
- Recognize implicit (inferential thinking) information and ideas not directly stated in the text.

#### Citing the Evidence

- Citing explicit textual evidence means to quote (*word-for-word*) from a text to support response, claim or Argument
- Cite, correctly, explicit textual evidence in a text.
- Cite, correctly, inferential textual evidence.

#### Reliability of Evidence

- Identify textual evidence that is convincing and complete to support an idea.
- Determine which piece(s) of explicit and implicit textual evidence will support analysis of the text.

#### Details and Examples

- Identify details and examples in a text.
- Explain that textual evidence (details) may come in the form of quotes, statements, (qualitative) or numbers (quantitative).
- Link details and examples to the point being made by the author.

### CCSS.ELA-LITERACY.RL.6.2

**Determine a theme or 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.**

**We are learning to/Students will be able to:**

#### Identify the Central idea or Theme

- Determine the central idea(s) of a text.
- Infer the theme of the text revealed through character.

#### Sequence the Details Over the Course of the Text

- Analyze the development of the theme or central idea over the course of the text.
- Analyze how the central idea of a text emerges, is shaped and refined by specific details.
- Explain how the text supports key ideas with specific details.

#### Text Structures

- Identify text structures (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect).
- Identify the details and ideas that support corresponding text structures.
- Examine how details in the text influence and add to a central idea.

#### Write an Objective Summary

- Use the key details of a text to write an accurate summary that is free of personal opinions or feelings.

### CCSS.ELA-LITERACY.RL.6.3

**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

**We are learning to/Students will be able to:**

**Plot Development**

- Identify parts of a story
- Identify the stages of plot in a story or drama
- Describe how a plot develops
- Analyze elements of plot development

**Character**

- Identify character types
- Distinguish direct from indirect characterization
- Describe character actions and reactions to events/situations
- Recognize character motivations
- Explain how character response contributes to plot development
- Recognize methods of characterization

**CCSS.ELA-LITERACY.RL.6.4**

**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**

**We are learning to/Students will be able to:**

**Denotative Meanings of Words and Phrases**

- Identify where an author's word choice is selective and deliberate
- Identify words and phrases in a text.
- Define words and phrases in context within a text.
- Identify context clues in a text.
- Use context clues to figure out the meaning of unknown words and phrases.

**Figurative Meaning of Words and Phrases**

- Differentiate between literal and non-literal meaning
- Identify figurative words and phrases in a text.
- Analyze the cumulative impact of specific word choices on meaning and tone in informational text.
- Describe the connection between the words that the author chooses and the point that the author is making.

**NJSLS.ELA-LITERACY.RL.6.5**

**Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**

**We are learning to/Students will be able to:**

**Identify the structure of a text**

- Identify features (i.e., print features, organizational aids, graphic aids, illustrations) used in informational texts.
- Analyze the structure of texts, including how specific sentences or chapters contribute to theme development
- Examine the strategies the author uses to introduce, and develop his points.

**NJSLS.ELA-LITERACY.RL.6.6**

**Explain how an author develops the point of view of the narrator or speaker in a text.**

**We are learning to/Students will be able to:**

- Identify the different point of views used in narratives.
- Recognize who's telling the story and what kinds of details are revealed through each perspective.

- Identify phrases and descriptions that convey point of view.
- Compare details revealed using first- person versus third- person point of view.
- Use point of view to retell a story from a different perspective.

### **NJSLS.ELA-LITERACY.RL.6.7**

**Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an 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.**

**We are learning to/Students will be able to:**

**Identify the Structure of the text**

- Analyze content presented in different formats and media, including visually as well as quantitatively, as well as in words
- Compare two different presentations of the same subject based on similarities and differences
- Determine the theme or message each author or artist is trying to convey based on his/her portrayal of the subject

### **NJSLS.ELA-LITERACY.W.6.3**

**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**We are learning to/Students will be able to:**

- Choose a point of view. The narrative may be written in first (the author's perspective: I) or third (a character's perspective: he, she, it, they) person—but never in second (you, we).
- Identify narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines).
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **NJSLS.ELA-LITERACY.SL.6.1**

**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.**

**We are learning to/Students will be able to:**

- Use analysis questions to begin discussions
- Initiate discussions with a partner, group or within a teacher-led setting
- Invite others into the conversation/discussion
- Follow established discussion guidelines
- Review questions prior to reading
- Locate textual evidence
- Identify key points to make
- Cite examples and reasons in discussion
- Refer to evidence from the text when sharing ideas

### **NJSLS.ELA-LITERACY.SL.6.2**

**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.**

**We are learning to/Students will be able to:**

**Multiple Sources**

- Identify multiple sources of information
- Integrate two or more sources of information in a presentation or discussion

**NJSLS.ELA-LITERACY.SL.6.6**

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)**

**We are learning to/Students will be able to:**

- Identify the task for the presentation
- State the purpose for the presentation
- Identify key findings or information to be shared in a presentation
- Answer questions from the audience

**Thinking and Problem-Solving Skills: Frame, analyze and synthesize information in order to solve problems and answer questions.**

**Reason Effectively**

- Exercising sound reasoning in understanding

**Use Systems Thinking**

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

**Make Judgments and Decisions**

- Make complex choices and decisions
- Analyze and evaluate major alternative points of view
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

**Solve Problems**

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

**Communication: Articulate thoughts and ideas clearly and effectively**

- Discuss conventions of video clips that communicate the story
- Demonstrate understanding of story elements and key concepts through collaboration

**Information Literacy: Use information accurately and creatively for the issue or problem at hand**

- Research and analyze information regarding an issue or problem
- Present a creative demonstration of understanding of the problem and its solutions

**Course Goals/Essential Questions**

- What makes a story interesting?
- What factors contribute to plot development and progression?
- What role does each plot stage play in a story's development?
- What role do character actions and motivations play in moving towards a story's resolution?
- How do character traits or qualities affect the story's events and conflict?
- How is direct characterization and indirect characterization different?
- How does the setting of a story influence plot progression?
- How does character help reveal theme or a central idea?
- How does text structure help determine the author's purpose for writing a text?
- How does text structure contribute to overall development of the setting or plot?
- How does point of view affects a story?

## Methods of Instruction

A variety of different teaching methods will be used, such as lectures, group discussions, team projects, peer-review, hands-on activities, learning stations and presentations, and many other methods.

## English Language Arts Textbook

- The Language of Literature Anthology by McDougal /Littel

## Online Resources used for Critical Thinking, Technology and Project based Learning

[www.teenbiz3000.com](http://www.teenbiz3000.com); [www.spellingcity.com](http://www.spellingcity.com); [www.quizlet.com](http://www.quizlet.com),  
[Digitalreadworks.com](http://Digitalreadworks.com); [Mobymax.com](http://Mobymax.com)

Research & Inquiry Assignments \* Research reports\* PBL (to be announced)

## Homework

Homework is essential for success. Homework will be given on a regular basis in the form of reading, writing, or studying. Students should take pride in the way their assignments are presented. Students may be asked to redo work that is sloppy or lacking correct format at the discretion of the teacher. It is expected that ALL homework will be submitted. Even If assignment is late students must still complete the assignment.

## Weekly Assignments

Students have two things they should be doing regularly... studying. Weekly word study and reading for 30 minutes daily for their Independent Reading requirement. Vocabulary lesson can be found [www.spellingcity.com](http://www.spellingcity.com). These are ongoing assignments and are, of course, in addition to whatever work we are completing in association with our current unique unit of study.

## Grading

Students' effort, knowledge, and skills will be assessed through a variety of academic benchmarks:

- English Language Arts/Reading and Writing class assignments, tests, and quizzes
- Individual Projects
- Class Participation
- Homework and Journal Responses

**GRADE BREAKDOWN** – Grading policy requires that all work be completed by the due date in order to receive full credit. There are five categories for grading:

1. Classwork /Participation (20%)
2. Homework/ independent Reading (15%)
3. Test (25%)
4. Writing &Projects (20%)
5. Unit/ District Tests (20%)

## Absences

Absences are recognized for the following reasons:

1. Absences to participate in official school/district activities (performances, field trips, athletic events, etc.)
2. Absences for medical reasons
3. College Visits
4. Pass indicating with Administrator/Guidance/Nurse/CST/Social Worker/Discipline
5. Passes indicating you are with another teacher must be cleared first by the period teacher if you are planning to be more than 10 min. late (optional wording).

If the student is absent, the student must see the teacher immediately upon return to get the work that was missed or students may wish to have a classroom buddy.

## Materials for Class

ELA Class Supply List

- (2) Marble composition notebooks
- (1 package of loose-leaf filler paper
- (2) Pocket folders
- (10) Black or blue pens (no neon colors)
- (10) Pencils
- (2 each) colored pen (red, green,)
- (2) Highlighter
- (3) Packs of (3in x3 in) post-it sticky notes
- (1) Pack of Bold Markers
- (1) glue stick
- (1) Box of tissue

\*ELA supplies will stay in classroom

## General Classroom Rules

- Do not disrupt others from learning or the teacher from teaching
- Keep bathroom visits during class to a minimum.
- Bring what you are required to for class
- Meet deadlines!
- Be on time!

Opportunities for Extra Support: *By appointment.*

How to Reach Me: ***E-mail address [j.washington@eastorange.k12.nj.us](mailto:j.washington@eastorange.k12.nj.us)***