



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.

Contact info:

Jen Burisek
jburisek@cusd201.org
630.468.8222

Sara Payne:
spayne@cusd201.org
630.468.8209

April Veal:
aveal@cusd201.org
630.468.8237

Zack Lessentien:
zlessentien@cusd201.org
630.468.8236

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 genres 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.

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 as "essential" to sixth grade students' Literacy knowledge and skills. We'll work on these standards in every unit.

Reading

CCSS.ELA-Literacy.RI.6.1

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

CCSS.ELA-Literacy.RI.6.2

- 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.

CCSS.ELA-Literacy.RI.6.3

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.6.5

- 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.

Writing

CCSS.ELA-Literacy.W.6.1

- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.2

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.L.6.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Curriculum and Instruction: Our Plans for the Year:

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.

To keep parents and guardians informed and involved, we encourage students to take responsibility for maintaining their daily (written) agenda. This practice helps ensure everyone stays updated on classroom activities and assignments. We rely on students taking responsibility for maintaining their daily (written) agenda. [The 6th Grade Daily Homework Slides](#) are posted on our Otus Class Board, and are another place to look to make sure students are keeping pace with homework.

Student progress toward standards 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. Assessments will be used to monitor student progress and utilize Back 20 for reteaching. Teacher discretion will be used for retakes of assessments. If a student is interested in retaking an assessment, he or she should contact the teacher.

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 within class include:

Use of Amplify (curricular resource) for texts/activities

Grammar work and assessments

iReady assessments

Goal setting/progress monitoring
 Active Reading Strategies
 Group Work on specific Literacy skills
 Vocabulary study
 Poetry
 Short Stories
 Literacy Stations
 Discussion
 Conducting and writing up research
 Writing as a Process (the process, narrative, expository, argumentative writing)
 Independent Reading (fiction and non-fiction text) in Back 20
 Using media in Literacy

Materials for Learning:

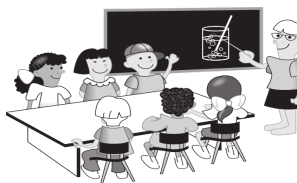
Students are expected to have their charged Chromebook, agenda, pen or pencil, folder, independent reading book, and homework/class work as needed on a daily basis.

Expectations for Working and Learning in Literacy:

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

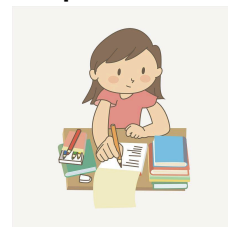
Whole Class Work



Group Work

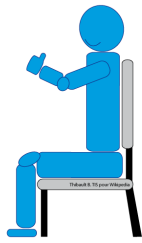


Independent Work



Working with an adult





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 in or keep. What can you work on next?
-Bring all necessary materials | -Follow staff directives
-Ask questions
-Answer questions
-Bring all necessary materials |
|---|--|--|---|

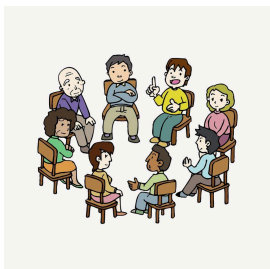


Be Respectful

- 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

- | | | | |
|--|--|---|---|
| -Speak kindly to others
-Take turns talking
-One person talks at a time
-Listen to what others are saying
-Look at the speaker
-Value the property, space, and feelings of others | -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 | -Speak kindly to others
-Take turns talking
-Listen to what others are saying
-Value the property, space, and feelings of others | -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 objects to yourself
- Keep your space clean and organized
- Sit in your seat with all four legs of the chair on the floor

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 keep pace with work.

Students and families are expected to access Otus on a regular—weekly or biweekly— basis. We 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.

Assessment Retakes:

Student progress toward standards 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. We will monitor student progress and utilize Back 20 for reteaching when needed. Teacher discretion will be used for retakes of assessments. If a student is interested in retaking an assessment based on his/her performance, he or she should contact the teacher. All work for that current unit must be completed in order to retake an assessment.

Further concerns about progress:

We are partners in your student's learning/WJHS experience. Please don't hesitate to contact us 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 the Daily Homework Slides and 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: Please 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!