

GRADE 6 READING & MATH DEVELOPMENT

IEP-ALIGNED • IB-INFORMED COURSE SYLLABUS

School Year 2026–2027

Teacher: Miguel Cortez | Room: LIB | Period: 1 | Grade: 6

COURSE OVERVIEW

Welcome Students & Families

Welcome to the **2026–2027 school year!** My name is **Miguel Cortez**, and I will be teaching Grade 6 Developmental Reading / Developmental Math at **32nd Street MAE**.

This course is designed to strengthen students' **reading, writing, mathematical reasoning, computation, problem-solving, and academic learning skills**. Students will review foundational skills, build on prior knowledge, learn new strategies, and work toward greater academic independence.

Our classroom will provide a supportive environment where students are encouraged to ask questions, learn from mistakes, use feedback, and continue growing.

Course Description

Developmental Reading / Developmental Math is a **supplemental, multi-tiered instructional support course** aligned with LAUSD expectations, California Common Core State Standards, individual IEP goals, and IB-informed approaches to learning.

Instruction may include:

- Direct and explicit instruction
- Small-group and individualized instruction
- Targeted intervention
- Daily mini-lessons
- Guided and independent practice
- Reading and writing support
- Mathematics support
- Progress monitoring
- Reteaching and reassessment
- Student reflection and goal setting

This course supplements, rather than replaces, core instruction in the general education classroom.

Course Goals

Reading Development

Students will strengthen:

- Reading comprehension and fluency
- Vocabulary
- Main idea and supporting details
- Inference and text evidence
- Summarizing
- Literary and informational text analysis

- Author's purpose and point of view
- Written responses
- Independent reading

Academic Learning Skills

Students will develop:

- Organization and time management
- Task initiation and completion
- Following multi-step directions
- Self-monitoring
- Goal setting
- Self-advocacy
- Collaboration
- Study skills
- Appropriate use of accommodations
- Reflection on learning

IEP-Aligned Instruction

Instruction and supports will be provided according to each student's **current IEP**. Because IEPs are individualized, students may have different goals, accommodations, and instructional needs.

Possible areas include:

Reading: comprehension, fluency, vocabulary, written expression, evidence-based responses, summarization, and reading independence.

Math: computation, number sense, fractions, problem solving, algebraic reasoning, geometry, and data analysis.

Learning Skills: organization, attention, task completion, self-advocacy, self-monitoring, and executive functioning.

IEP progress monitoring is separate from the course grade and is conducted according to each student's IEP.

IB, AVID/WICOR & CURRICULUM

IB Learner Profile

Units for the School Year

Unit 1 — Researching to Deepen Understanding

Students will ask questions, research topics, identify relevant information, use multiple sources, develop vocabulary, summarize information, and apply research skills.

Unit 2 — Building Evidence-Based Arguments

Students will develop claims, identify evidence, explain reasoning, evaluate information, write organized responses, and participate in academic discussions.

Unit 3 — Reading Literary Texts

Students will analyze characters, themes, setting, plot, point of view, author's word choice, and text evidence. Students will compare texts and write evidence-based responses.

Grade 6 Reading Learning Targets

Reading:

- R.1 Cite evidence.
- R.2 Determine central idea/theme and summarize.
- R.3 Analyze development of characters, events, and ideas.
- R.4 Determine meaning of words and phrases.
- R.5 Analyze text structure.
- R.6 Explain point of view.
- R.7 Compare information in different formats.
- R.8 Evaluate arguments and evidence.
- R.9 Compare and contrast texts.

Writing:

- W.1 Write arguments with reasons and evidence.
- W.2 Write informative/explanatory texts.
- W.3 Write narratives.
- W.4 Produce clear and coherent writing.
- W.5 Plan, revise, and edit.
- W.6 Use technology to produce and publish.
- W.7 Conduct research.
- W.8 Gather information from multiple sources.

Language: Grammar, conventions, vocabulary, word meaning, figurative language, and academic language.

Speaking & Listening: Discussion, interpretation, explanation, presentation, and appropriate use of visual/digital media.

Equitable Grading & Instruction

This course emphasizes **learning, growth, feedback, and mastery**.

Students will have multiple opportunities to demonstrate learning through:

- Learning targets
- Formative assessments
- Summative assessments
- Feedback
- Revision
- Reteaching
- Reassessment
- Student reflection
- Most recent evidence of learning

Student-teacher conferences may be used to discuss progress and next steps.

Mastery Rubric

IB Level	Grade	Mastery Level	Description
8–7	A: 80–100%	4 — Mastery	Thorough understanding; applies learning in new contexts and can explain it to others.
6–5	B: 60–79%	3 — Proficient	Demonstrates understanding with minor errors.
4–3	C: 40–59%	2 — Developing	Demonstrates some understanding but needs additional practice/support.
2–1	D: 20–39%	1 — Not Yet Met	Demonstrates minimal understanding and needs reteaching/support.
0	F: 0–19%	0 — No Evidence	Insufficient evidence to assess the learning target.

Final Grade Explanation

A — 80–100%: Mastery in learning targets with no less than Proficiency in other targets.

B — 60–79%: Proficiency in most targets and no less than Developing in other targets.

C — 40–59%: At least Developing-level understanding across targets.

D — 20–39%: At least Beginning-level understanding across targets.

F — 0–19%: Little or no evidence of achieving learning targets.

Important: Course grades and IEP progress reports serve different purposes. IEP goal progress is monitored separately according to each student's IEP.

Work Habits

E — Excellent: Completes work, works toward mastery, remains on task, demonstrates effort, comes prepared, participates, and demonstrates respect and responsibility.

S — Satisfactory: Usually completes work, participates, comes prepared, works toward mastery, and demonstrates appropriate behavior.

U — Unsatisfactory: Frequently misses work, is off task or unprepared, rarely participates, or requires significant redirection.

Assessment

Formative Assessment

Warm-ups, exit tickets, check-ins, guided practice, classwork, observations, and quick checks.

Summative Assessment

Unit assessments, projects, written responses, reading assessments, mathematics assessments, and performance tasks.

IEP Progress Monitoring

Individual IEP goals will be monitored using appropriate data and assessment methods identified by the student's IEP team.

POLICIES, SUPPORTS & FAMILY ACKNOWLEDGMENT

Classwork & Assignments

Classwork may include:

- Reading comprehension
- Guided notes
- Writing prompts
- Short written responses
- Math review and word problems
- Vocabulary
- Research activities
- Newsela
- IXL
- Nearpod
- Warm-ups
- Projects

- Independent reading

Homework may include weekly assignments, reading logs, practice activities, and individualized practice when appropriate.

Attendance

Students are expected to attend class every day and arrive on time.

After an absence, students will receive appropriate opportunities to obtain missed work and instruction. Extended time will be provided when appropriate and consistent with the student's IEP and school/district requirements.

Late Work

Late work may be accepted based on circumstances and individual student needs. Students should communicate with the teacher when they need assistance completing an assignment.

Intervention & Supports

Students may receive:

- Reteaching
- Small-group instruction
- Individual support
- Additional practice
- Assignment assistance
- Reassessment when appropriate
- Support toward mastery

Tutoring/intervention may be available during the school day or lunch by appointment, depending on availability.

Academic Integrity

Students are expected to be **principled scholars** who demonstrate honesty, integrity, and ethical decision-making.

Students will:

- Submit authentic work.
- Give credit to sources.
- Respect intellectual property.
- Avoid plagiarism.
- Use technology responsibly.
- Ask for help when needed.

Rewards

1. Weekly Shout-Out
2. Positive Note Home
3. Student Recognition / Student of the Month
4. Positive Call Home

Recognition may celebrate academic growth, effort, collaboration, responsibility, citizenship, and IB Learner Profile attributes.

Consequence System

1. Verbal warning / redirection
2. One-on-one conversation
3. Parent/guardian contact
4. Counselor/administrator referral when appropriate

The purpose of consequences is to redirect behavior and maintain a positive learning environment.

Student Goal Setting

Students will establish individualized academic goals and reflect on:

What am I learning?

What strategy helps me?

What evidence shows my growth?

What do I still need to practice?

What is my next goal?

Family Partnership

Families are encouraged to encourage daily reading, discuss learning, practice real-world mathematics, review assignments, support organization and goal setting, and communicate with the teacher.

Course Commitment

Our classroom will help students:

Read with confidence • Think mathematically • Communicate ideas • Solve problems • Learn from mistakes • Advocate for their needs • Work toward IEP goals • Develop IB attributes • Become independent learners

STUDENT & FAMILY ACKNOWLEDGMENT

I have reviewed the Grade 6 Reading & Math Development syllabus and understand the course expectations, grading practices, academic supports, and learning goals.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____