

**Sammy McClure Middle School**  
**Sixth Grade Language Arts Syllabus**  
**2016-2017**

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**Goals:** During each unit, students will study the elements of effective writing, read and analyze literature and informational texts, and develop reading strategies. Students will examine novels from the perspective of a writer and use their study of novels to improve their own writing. Students will improve their vocabulary through reading a variety of texts to help them decipher the meanings of unfamiliar words. Utilizing information learned from weekly warm ups, students will analyze grammatical structures in their own writing. Reading (both informational and literary), writing, speaking, listening and language skills will be developed through a variety of individual and group assignments.

**Resources:** Independent Reading Book (chosen by the student according to assigned genre)  
Novels (chosen by GaDOE)

Major Units	Reading Focus	Theme	Writing Focus
1 <sup>st</sup> nine weeks	Informational: <u>Chicken Soup...</u>	Life, Love and Learning	Narrative
2 <sup>nd</sup> nine weeks	Informational: <u>Diary of Anne Frank</u>	Seeing the Good in People	Argumentative
3 <sup>rd</sup> nine weeks	Literary: <u>Hatchet</u> by Gary Paulsen	Determination and Perseverance	Informative
4 <sup>th</sup> nine weeks	Literary: <u>The Outsiders</u>	Belonging	Review
Ongoing all year	Constructed & Extended responses, ELA concepts, warm ups, vocabulary, and novel studies.		

**Novel Studies:** All assignments and projects will be based upon the state 6<sup>th</sup> Grade ELA standards. These standards may be accessed by visiting GaDOE website. Sixth graders will read Chicken Soup for the Teenage Soul: 101 Stories of Life, Love and Learning by Jack Canfield, Mark Victor Hansen and Kimberly Kirberger; Hatchet by Gary Paulsen; Anne Frank: The Diary of a Young Girl; and The Outsiders by S.E. Hinton. County-mandated summative assessments will be conducted over the focus material in reading and writing for each unit.

**Writing/Conventions:** According to the state standards, students will explore novels, short stories, non-fiction, poetry, and other forms of literature as models of effective writing. Because writing is a continuous work-in-progress, students will frequently rewrite and revise a particular essay based on writing mini-lessons discussed in class.

**Homework/Independent Reading:** Students may be given time to read periodically during their academic time. However, the nightly homework for students in language arts is to read at least 20 minutes in their independent book chosen from the media center or from home, and/or study any notes and vocabulary words. This may be in addition to other specific homework assigned in class. Short writing exercises and constructed responses may also be assigned in addition to studying and reviewing.

**ELA Skills & Vocabulary:** A list of vocabulary words for the week will be given to students on a weekly basis. Skill quizzes will be given weekly on Fridays. After every third quiz, a summative skills test will be

given over the previous vocabulary lists. Students may want to utilize vocabulary notebooks or flashcards to help prepare for these quizzes/tests. Students will also receive in-class reviews to help recognize and recall these words.

**Warm ups:** Upon arrival to class, students will complete their daily warm-ups, which enable students to improve their understanding and applications of the rules of the English language, as well as ELA concepts. Warm ups will include: vocabulary, research skills, spelling, usage, grammar, reading comprehension, writing, and sentence structure.

Grading		Discipline Policy
<b><u>60%--Summative Assessments</u></b> <ul style="list-style-type: none"> <li>• Research papers</li> <li>• Tests</li> <li>• Major writing tasks</li> <li>• Projects</li> <li>• Major performance tasks</li> <li>• Speeches</li> <li>• Dramatizations</li> <li>• Book Assessments</li> <li>• Midterm/final exam</li> </ul>	<b><u>40%--Formative Assessments</u></b> <ul style="list-style-type: none"> <li>• Writing Tasks</li> <li>• Quizzes</li> <li>• Minor performance tasks</li> <li>• Daily Work</li> </ul>	Step 1: Warning issued to the student Step 2: Parent Contact Step 3: Detention Step 4: Parent Conference with team Step 5: Administrative Referral

**Make-up Work Policy:** It is the student's responsibility to obtain and complete all make-up work from an absence. For each day of absence, students are given two days to complete their assignments. If a due date or test/quiz date occurs during a student's absence, the assessment will be due on the day the student returns to school unless special arrangements are made with the teacher.

**Media Center:** Every two weeks we will visit the media center to check out books belonging to a specific genre or type (i.e., fiction, non-fiction, etc.).

**\*Note:** The 6<sup>th</sup> Grade ELA syllabus is subject to change based on the needs of the students. Advanced Content ELA classes will be given extending and challenging assignments, while using the same resources (weekly skills, vocabulary, novels) as the general education classes.

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 Please sign below that you and your child have read and discussed the ELA Syllabus for this year. This will be checked off and returned to the student.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent Signature*

\_\_\_\_\_  
*Date*