

Sixth Grade Language Arts

Ms. Ashley Rios
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Class Description:

Sixth graders enter middle school filled with a mixture of excitement and fear, anticipating and dreading the changes that middle school brings. Physical and emotional maturity varies more widely in sixth grade than in any other grade. Sixth graders continue to develop an appreciation of both the written and spoken language. Students will use oral language, written language, media and technology for expressive, informational, argumentative, critical, and literary purposes.

The state of Georgia has adopted the Georgia Standards of Excellence. Per GSE, students will be required to read and write daily in their classes and at home. We know that these standards will only benefit our students academically, and we know that as a parent you will embrace these standards, so that your child can succeed at their highest level.

Supplies Needed:

- Binder with paper
- Dividers
- Pencils
- Highlighters
- Personal wired headphones

Wish List:

- Box of tissues
- Hand sanitizer
- Lysol wipes
- Individual wrapped candy for student rewards

Teacher Web Page:

I will be utilizing my HCBOE teacher webpage to keep parents and students informed of what we are doing in class this year. Here you will find access to class calendars and helpful links. To access this page, please go to wrms.hcbe.net. Under the “Welcome” tab, click on “Faculty & Staff Directory,” then scroll down and click on my name. You can navigate through the different features of the page by clicking on each link at the top of the home page.

Please check Canvas regularly for updates. Additionally, I will use the new county communication app frequently to send reminders and updates about class and school happenings. Please download and sign up for this app.

Methods of Teaching:

Students will be engaged in the research-based *Into Literature* reading and writing curriculum daily. This program features seamless language arts instruction through whole-group, small-group, and independent learning methods. Students will have access to a digital copy of the book and resources

through an online portal accessible on the Single Sign-On menu. This can be accessed at any time, anywhere. Class sets of textbooks will be available while students are at school. Students will also be expected to read a wide variety of texts and respond to texts in various modes of writing both in and outside of the classroom in order to support their learning. Students will also be interacting with Canvas to access digital resources and materials.

WRMS Grading Policy:

We will follow the school-wide grading policy. All assignments including class work, homework, and major projects should be completed on time. Plenty of notice will be given for major projects.

- Major Assessments: 40% (Tests, Major Projects, Essays, etc.)
- Minor Assessments: 30% (Quizzes, Classwork, etc.)
- Daily Grades: 25% (Participation, Homework, etc.)
- Final Exam: 5% (Final Exams will be held prior to Christmas break in December and before the end of school in May.)

Class Library and Book Club Library Contract:

**taken from Kelly Gallagher's Reading Reasons*

Reading is a central focus in my classroom. Reading is a skill. The only way to get better at reading is to read—this holds true for excellent readers as well as reluctant readers. With this in mind, my goal is for students to read one million words this semester. For the average student, two million words a year translates to forty minutes of reading every day. I will do my best to motivate your student to read academically as well as for fun. Some of the reading will be assigned, but your student will have opportunities to select his or her own books to be read in literature circles and independently.

To help your student reach the one-million-word goal, I have worked hard to develop my own classroom library. This library is available to any student who wants to choose a book to be read recreationally. Furthermore, students have access to the literacy center that hosts 100s of titles for use in literature circles. Research shows that availability of books is a major motivating factor in getting teens to read. Students who are surrounded by books at school and at home read more. Students who read more, read better. I have found that having my own classroom library has dramatically increased the amount of reading my students do.

I want you to know I am sensitive to having appropriate reading material in my classroom library and in the literacy center. That said, what is considered “appropriate” may vary from one parent to another. Some parents do not mind their child reading Stephen King; other parents object to the horror genre. Please be aware that the selections in my classroom library and in the literacy center, just like any other public library or school library, range from elementary-level to university-level reading material. As a parent, I ask you to remain aware throughout the year of the books your student has chosen to read and assist in gauging appropriateness.

Rest assured the books in my classroom library and literacy center are never assigned. They are checked out on a voluntary basis only. Some students use my library often; others find books elsewhere. Any student who checks books out of my library is asked to have a parent or guardian sign below indicating that this classroom library section has been read and is understood.

Please tear off this sheet, sign stating you have read the syllabus, and have your student return it to Ms. Rios.

_____ Yes, I have read this section, and my child has permission to check out books from the classroom library

_____ No, I would prefer that my child does not have access to the classroom library.

I have read and understand all of the information stated above in the Sixth Grade Language Arts Syllabus.

Parent/Guardian Signature

Student's Name

Student Signature