

6th grade Reading Syllabus

Stephanie Purcell, Karen Echols, and Cathy Burwell

Purcells1@fultonschools.org echolsk@fultonschools.org burwellc1@fultonschools.org

Texts Replacement cost: Selected hardback novels (\$20). Selected paperback novels (\$15)

Course Description: Sixth grade reading is a course that reinforces the strategies that good readers use before, during, and after reading. Students are introduced to new words and word types. They improve their discrimination skills by reading informational and literary selections of increasing length and with more complexity and rigor. They apply the skills they have learned both orally and in writing. Using the Georgia Standards of Excellence to guide instruction, students will focus on developing background knowledge, vocabulary, higher order/critical thinking skills, and analysis strategies from written text.

Instructional Standards from Georgia Standards of Excellence and may be found at:

www.georgiastandards.org

Independent Reading: Students will be required to bring a choice book (book of their choice) from home or from the media center for DEAR time (Drop Everything And Read). Time in class will be given each day to facilitate independent reading.

Grading:	Major Assessments	50%	Fulton County Grading Policy:	
	Minor Assessments	35%	A	90 and above
	Practice	15%	B	80-89
			C	70-79
			F	69 and below*

*By state rule, any grade below 70 is an F

Major: An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and or when there is significant amount of dedicated instructional time devoted to the content being assessed.

Minor: An assignment or assessment that measures an individual standard or subset standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed.

Practice: Daily assignments, observations and/or engagement activities given in class or for homework given to students to build or remediate skills.

Individualized education Plans

Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child's IEP.

We reserve the right to change the due dates of assessments, projects, or general assignments to accommodate our students' needs. Additionally, grades posted may be changed to reflect test re-takes or make-up assignments.

Make-Up Work: Make-up work (following an absence) will be allowed with one day for each excused day absent (Fulton County policy). We strongly encourage our students to be responsible in obtaining and completing make-up assignments. Copies of all make-up work will be available for your child when he/she returns to class. Class time will not be given to complete make-up work. Full credit will be received if the deadline is met.

Late Work: All students at Taylor Road are expected to complete all work assigned by the teacher. If work is not turned in on time (not due to a verified excused absence), students may be given a working lunch the next day with points deducted. If the assignment is still not completed, a zero may be issued.

Fulton County Recovery Policy:

Provisions for Improving Grades:

1. Board Policy states: All students will have one (1) opportunity every nine weeks to redo/retake one (1) major assignment/assessment.
2. Eligibility for redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.
3. Students are eligible to earn a replacement grade on a redo/retake no higher than 79.
4. Student redo/retakes must be completed before the next major assignment/assessment is given or five (5) school days before the end of the marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window).
5. Opportunities designed to allow students to recover from a low or failing cumulative grade **will be allowed when all work required to date has been completed** and the student has demonstrated a legitimate effort to meet all course requirements including attendance.
6. Teachers will determine when and how students with extenuating circumstances may improve their grades.

In an effort to assist students with missing or incomplete assignments during the school day, they may be assigned a working lunch (see above).

Discipline Guidelines:

In order to maintain an environment conducive to learning, students must follow acceptable behavior practices and adhere to the rules in the Fulton County Code of Conduct Handbook. Any deviations from acceptable behavior may result in any of the following: verbal warning, silent lunch, and communication to parent, conferences that may include parents, student, teacher and/or administrator, and development of a behavior management plan or a behavior intervention plan. For specific classroom discipline, please see the discipline plan in the TRMS student handbook.

Teacher/Parent Communication:

In the best interest of the child, parents and teachers must form a partnership keeping lines of communication open to ensure a student's educational success. Methods of communication include the student's agenda, telephone calls, emails, and progress reports. Phone calls, emails, and notes will be returned within 24 hours.

Help sessions:

Mrs. Purcell is available most mornings with a 24-hour notice. Pre-arranged help sessions may begin as early as 7:45. I do have occasional morning meetings and will communicate that to the student if I am not available. Students can get a pass from Mrs. Purcell for help sessions.