

Middle School Syllabus
6th grade Reading
2021-2022

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Texts/Replacement cost: Selected novels (\$10-\$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 critical reading and annotation. They improve their discrimination skills by reading informational and literary selections of increasing length and with more complexity and rigor than answering comprehension questions both orally and in writing. Using the Georgia Standards of Excellence to guide instruction, students will focus on developing the background knowledge, vocabulary, higher order/critical thinking skills, and analysis strategies from written text.

Instructional Standards are from the Georgia Standards of Excellence found on the DOE website:

Key Ideas and Details:

- Cite the textual evidence to support what the text says
- Determine the theme and/or central idea of a text and analyze its development
- Analyze how particular elements of a story or drama interact/connect

Craft and Structure:

- Determine the meaning of words and phrases as they are used in a text
- Analyze in detail the structure of a specific paragraph in a text
- Determine an author's purpose or point of view in a text and analyze

Integration of Knowledge and Ideas:

- Evaluate the advantages and disadvantages of using different mediums
- Delineate and evaluate the argument and specific claims in a text
- Analyze a case in which two or more texts provide conflicting information on the same topic

Range of Reading and Level of Text Complexity:

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high end of grades 6-8

* Other supplemental materials such as hand-outs, parallel curriculum texts, direct instruction programs, and study guides will be used as needed and/or indicated by the students' instructional level.

Independent Reading:

In conjunction with the Language Arts Department, students will be required to read 120 minutes a week. Additionally, students are highly encouraged to read a total of 25 books appropriate to his/her Lexile level over the course of the year; books can include both assigned and self-selected novels. Students will complete assigned and self-selected book projects to demonstrate critical thinking and comprehension.

Grading:	Major Assessments (tests/projects)	50%
	Minor Assessments (quizzes)	35%
	Practice	15%

Fulton County Grading Policy:

A	90 and above
B	80-89
C	70-79
F	69 and below*

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

Make-Up Work: Students should be responsible for checking with the teacher and obtaining and completing make up assignments. In most cases, class time will not be used for completing make up work. Full credit will be received.

Late Work: All students at Taylor Road are expected to complete all work assigned by the teacher on time, unless otherwise noted on an individual basis.

Recovery on Assignments/Assessments

All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment.

1. Eligibility for a redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.
2. Students are eligible to earn a replacement grade on a redo/retake no higher than 79.
3. Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a 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).
4. Teachers will determine when and how students with extenuating circumstances may improve their grades.
5. I am available for help sessions on Wednesday mornings at 8:15 a.m. or by appointment with 24 hours' notice.

To assist students with missing or incomplete assignments during the school day, students **may** be assigned a working lunch.

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 reprimand, after-school detention, communication to parents, conferences that may include parents, student, teacher and/or administrator, and development of a behavior management plan or administrative referral.

Special Education Reporting

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.

Teacher/Parent Communication:

Methods of communication include telephone calls, email, and progress reports. **PLEASE check emails consistently** to keep informed of assigned work and other activities that are occurring. Phone calls, emails, and notes will be returned within 24 hours. TEAMS will detail class focus, assignments, assessments, and projects with due dates, worksheets (when applicable), rubrics, and other documents used in class; I will update TEAMS each week at a minimal.

Best Books Challenge: I am hoping we can work together to recapture the pleasure and passion of readers. The best books challenge helps us see through different eyes—to live a different life. Reading allows us to confront our fears, dreams, and fantasies and live through them.

I will not know the details of every independent book students read and refer to this school year. I seek for all students to have a compulsion to read—for pleasure—for knowledge—for a passion for story or information that will keep them into the pages of a book past our assigned time for reading. This has tremendous benefits for each student.

Here are a few benefits:

- Reading relieves stress. Life can be stressful. Reading takes you out of the present and into another place and time; it is a perfect escape.
- Reading builds stamina to prepare students for high school. Reading for an hour or two in one sitting is a basic expectation in high school. In this class we will exercise muscles soon to be strained in the coming years.

Reading for fluency and stamina may improve the reading rate for students. Reading develops confidence and an appetite for books as well as teaching vocabulary in context, which improves writing, but it only happens when students find books they want to read. I hope you will talk to your child about what he/she is reading this school year. I suggest you get a copy of each book your child reads and read it if you're concerned about the content. If you want to know more about a book your child is reading, please try the School Library Journal website, the American Library Association website, or even Amazon.com.

Because I respect your role as parents and the traditions you hold sacred, if you want me to closely monitor your child's choices this school year, please reach out to me and we'll work out a plan that we can both contribute to.

If you sign this, it means you understand books won't be banned in my classroom and your child will be allowed to choose what he/she independently reads.

Syllabus Acknowledgement and Acceptance of Reading Policies and Procedures

**** To support student success, both encouragement and communication between school and home are imperative. Working together, we can present a united front demonstrating a support system that is both structured and consistent.**

I have read and understand the course syllabus and the course requirements, procedures, and expectations and will support my child so that s/he achieves at the highest level possible.

Parent/Guardian: _____

Date: _____

Best phone number to use: _____

Email address: _____ (please print legibly)

I have read and understand the best books challenge and will support my child so that s/he achieves at the highest level possible. I acknowledge the reading teacher (s) do not have knowledge of all independent books my child may choose to read.

Parent/Guardian: _____

Date: _____

My child _____, student ID _____ has my permission to read the young adult section of the books in the TRMS Media Center.

Parent/Guardian Name:

Parent/Guardian Signature:
