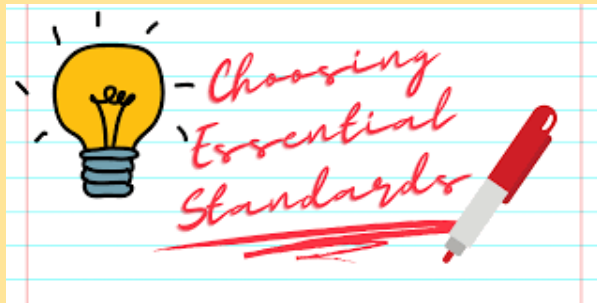


# Course Syllabus: Sixth Grade Literacy



An illustration of a hand holding a smartphone. From the phone, several communication icons are shown: a speech bubble with a checkmark, a speech bubble with a plus sign, a speech bubble with a person icon, and a speech bubble with an @ symbol.	<p><b>Sara Payne</b>  <a href="mailto:spayne@cusd201.org">spayne@cusd201.org</a>          630-468-8214</p>
A 3D illustration of a white figure holding a megaphone. To the right of the figure, the word "Info" is written in large, red, 3D block letters.	<p><b>Class Breakdown</b>          86 minutes per day          5 days per week          Full year          *Differentiated instruction and ongoing data analysis will take place in order to meet all students' individual needs*</p>
A graphic with the text "Behavioral Expectations" in a white, chalk-like font on a dark green background. There are small icons of a handprint, a red apple, and another handprint.	<p>Students are expected to follow the WJHS Behavioral Matrix for School Expectations:  <b>BE SAFE</b>  <b>BE RESPECTFUL</b>  <b>BE RESPONSIBLE</b></p>
The logo for Common Core State Standards, featuring the words "COMMON CORE" in large white letters and "State Standards" in smaller white letters, all inside a circular graphic with orange, yellow, and green segments.	<p>We utilize the Illinois State Learning Standards, also known as Common Core State Standards, to plan instructional experiences for students.</p>
The logo for Amplify ELA, with "Amplify" in orange and "ELA" in grey, both in a sans-serif font.	<p>New this year, all Literacy classes, 6-8, will be using a curriculum called "Amplify ELA." This curriculum is a blended English-Language Arts curriculum designed specifically to support students in grade 6-8 and prepare</p>

them for high school and beyond. By way of Amplify, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. We cannot wait to get started with Amplify!



- [CCSS.ELA-LITERACY.RI.6.1, RL.6.1](#)  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-LITERACY.RI.6.2, R.L.6.2](#)  
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- [CCSS.ELA-LITERACY.RI.6.10, R.L.6.10](#)  
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-LITERACY.W.6.1](#)-Write arguments to support claims with clear reasons and relevant evidence.



### **What will we do in class?**

- Grammar work
- iReady assessments
- Goal setting/progress monitoring
- Active Reading Strategies
- Vocabulary study
- Poetry
- Short Stories
- Literacy Stations
- Novel Study/Book Clubs
- Discussion (in class, online)
- Writer's Workshop (the process, narrative, expository, argumentative writing)
- Independent Reading (fiction and non-fiction text)



Student grades will be reported using Otus. I will be reporting point-based grades as well as providing feedback on student proficiency of the standards addressed.

Therefore, course work will be assigned to one of two grading categories. Those categories include

**Classwork 50%** (work assigned to be completed that allows students to practice skills we're working on in class--daily assignments, short term projects)

**Assessments 50%** (work assigned to evidence mastery of a course standard--essays, long term projects)

[6th Grade Daily Homework Slides](#)



After students take assessments in class and receive their scores, they can work to receive points back towards their assessment score by completing a reflection form. In order to receive any credit back, the reflection needs to be filled out completely and thoughtfully. It is up to the discretion of the teacher to determine how many points students will receive towards their original assessment score. This may not be completed during class time, as it needs to be done on their own time, outside of class. The goal is to show that the student does in fact understand and meet the standard that is being assessed.



- Chromebook (charged)
- Literacy Notebook
- Pen or pencil
- Independent Reading Book
- Positive Attitude



As per the acceptable use of technology agreement/Chromebook policy handbook students sign, students are expected to use technology for the purpose of lessons and class activities. In cases where students are not, situations will be dealt with.



If your student is absent from school, he/she/they should be sure to check Otus for missed work. Following any absence, it is the student's responsibility to inquire about missed schoolwork or exams and to complete them. A student will be allowed one day to make up work for every day of excused absence.



Please do not hesitate to contact me with any questions/comments/concerns! It is pertinent that we partner and all work together in order to prepare our students for success on their learning journey!



## Community Unit School District 201 Portrait of a Graduate



The CUSD 201 Portrait of a Graduate is meant to guide students as they develop skills necessary for success in this rapidly changing, increasingly diverse, and interconnected world. The three pillars of the CUSD 201 portrait of a graduate are academics, higher-order thinking, and student agency.

### Student Agency

Engages in healthy and positive practices and relationships to promote overall physical and mental well-being.

Embodies a growth mindset to complete complex tasks and overcome academic and personal challenges to meet goals.

Engages in self-reflection for individual improvement and advocacy.

Demonstrates empathy, compassion, and respect for others

### Academics

Applies effective reading skills to acquire knowledge and broaden perspectives.

Communicates effectively in speaking and writing for various purposes and audiences to convey understanding and concepts.

Uses technological skills and contemporary digital tools to explore and exchange ideas

Acknowledges and understands diverse perspectives and cultures.

### Higher-Order Thinking

Engages in problem solving, inquiry, and innovative solutions to overcome obstacles to improve outcomes.

Evaluate ideas and information sources for validity, relevance, and impact.

Uses information in novel and creative ways to strengthen comprehension and deepen awareness.

Contributes to solutions that benefit the broader community.