

6th Grade Language Arts and Social Studies

Syllabus 2007 – 2008

Mrs. Stultz
Rm 201

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Academic Expectations

1. Complete work on time to the best of your ability.
2. ReDo tests and quizzes during lunch or ELO until you pass them.
3. READ only on the days you eat.

Students in my class:

- Enter Essay Contests and practice writing to explain and persuade.
- Build Vocabulary Weekly (quizzes Fridays)
- Learn about poetry and connect it to prose.
- Read Self Selected Literature and Set Reading Goals
- Learn about the Ancient World and how our cultures came to be.

Fiction Texts will include:

- The story of the Iceman of the Alps
- The No Guitar Blues
- Maniac Magee
- Stone Fox
- Midwives Apprentice
- Shadow Spinner
- A Single Shard
- A Place in the Sun

Non Fiction Texts will include

- Time For Kids Magazine
- Seattle Times

WASL Practice

released items

both non fiction and fiction
available at

<http://www.k12.wa.us/Ealrs/>

You will be expected to explain your progress toward mastery of the Washington State EALRs in your Portfolio. Your Portfolio, along with all of your graded work will be kept in the classroom. Your parents are welcome to stop by anytime to view the contents of your folder. All of your assignments this year will be linked to Reading Strands and Learning Targets which are derived from the EALRs. Please refer to these strands when reviewing your grades.

84% Mastery is required to meet standard on work. (M)

80% Mastery almost Meets Standard. (M-)

95% Mastery is considered Exceeding Standard. (E)

100 % Mastery is considered Exceeding Plus. (E+)

Reading Strands & Learning Targets Grades 6 – 10

BACK PAGE

Reading Literary Text

Strand LC: Comprehends important ideas and details

- LC01: Demonstrate understanding of theme or message & supporting details (2.1.3)
- LC02: Summarize with evidence from the reading (2.1.7)
- LC03: Make inferences or predictions about literary texts (2.1.5)
- LC04: Interpret vocabulary critical to the meaning of the literary text (1.3.2)

Strand LA: Analyzes, interprets, & thinks critically

- LA05: Demonstrate understanding of literary elements, features, & graphics (genre, plot, character, setting, conflict, resolution); literary devices (simile, metaphor); & graphic elements (illustrations, captions) (2.2.2, 2.2.3, 2.3.3)
- LA06: Compare & contrast elements within & between texts (2.3.1)
- LA07: Make connections (cause & effect) between parts of text (2.3.1)

Strand LT: Thinks Critically

- LT08: Analyze author's purpose in a literary text &/or effectiveness for different audiences, &/or identify facts & opinions (2.4.2, 2.4.3, 2.4.4)
- LT09: Evaluate reasoning & ideas/themes related to the text. (2.4.1, 2.4.6)
- LT10: Extend information beyond literary text – make generalizations, draw conclusions, apply information, give a response to a literary text (2.4.5, 2.4.6, 2.4.7)

Reading Informational Text

Strand IC: Comprehends important ideas and details

- IC11: Demonstrate understanding of theme /message &/or supporting details of information text(2.1.3)
- IC12: Summarize informational text (2.1.7)
- IC13: Make inferences or predictions about informational texts (2.1.5)
- IC14: Interpret vocabulary critical to the meaning of the informational text (1.3.2)

Strand IA: Analyzes, interprets, & thinks critically

- IA15: Demonstrate understanding of text features & graphic features (titles, headings, subheadings, informational divisions, captions, maps, charts, graphs) (2.2.2)
- IA16: Compare & contrast elements within & between informational texts (2.3.1)
- IA17: Make connections (cause & effect) between parts of informational text (2.3.1)

Strand IT: Thinks Critically

- IT18: Analyze author's purpose in an informational text &/or effectiveness for different audiences (fact/opinions, author's point of view, tone & use of persuasive devices) (2.4.2, 2.4.3, 2.4.4)
- IT19: Evaluate reasoning & ideas/themes related to the informational text. (2.4.1, 2.4.6)
- IT20: Extend information beyond the informational text – make generalizations, draw conclusions, apply information, give a response to an informational text (2.4.5, 2.4.1)

9/4/07

Dear parents, grandparents, aunts, uncles and guardians,

Welcome to 6th grade at Sacajawea! Your student is encouraged to bring you by to see my classroom! We will be doing at home reading and projects that you can help with. Please stop by soon.

Your part in your child's education this year will include:

1. Listening to them read Newspaper Articles out loud.
2. Helping them keep track of reading time at home.
3. Signing their planner and reading log.
4. Helping them get to the public library if they need homework help.

I have a classroom library and you will see students at home with my books marked **STULTZ** on the top. They will check out books for two weeks and will be expected to bring in \$2.00 when a book is lost. I will also call you at home. I ask students to donate two things at the beginning of the year: Kleenex and Loose leaf packet of paper.

I look forward to meeting you soon!

Sincerely,

Mrs. Stultz
945-4930

Materials required daily:

1. **Planner**
2. **AR Book**
3. **Three Ring Binder with Tabs**
4. **Blue or Black Ball point pen**
5. **Red Ball point pen**
6. **20 sheets of Extra Blank Loose leaf paper**

Optional Materials:

Colored Pencils, markers, crayons

Round tipped scissors

Gluesticks

NOT ALLOWED

- **Spiral notebooks**
- **Pencils (save them for math)**
- **Liquid glue**
- **Grooming materials (hairbrushes, gel, lotion, makeup)**
- **Electronics including phones, iPods, MP3s, games**