**6th Grade Honors English Language Arts** 

Syllabus

| Discovery Middle School | Teacher: | Lori Williams |
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| 1304 Hughes Road | Email: | lathornton@madisoncity.k12.al.us |
| Madison, AL 35758 | Class Webpage: | wwww.madisoncity.k12.al.us/domain/2584 |
|  | Phone Number: | 256-837-3735 ext. 82511 |

| **Course Description:** | Language Arts 6 is based on the Alabama Course of Study Standards for 6th Grade. The course will continue students’ growth in literacy skills and the application of those foundational literacy skills: reading strategies, critical thinking, vocabulary building, research skills and effective writing. |
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| **Course Objectives:** | At the conclusion of this class, students will be able to:   * Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. * Use context clues to determine meanings of unfamiliar spoken or written words. * Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. * Assess the formality of occasions in order to speak or write using appropriate language and tone. * Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| **Classroom Expectations:** | Classroom Rules and Procedures: (can edit as needed)  1. Have a positive attitude.  2. Be responsible.  3. Be respectful to others and their opinions.  4. Set high expectations for yourself.  5. Follow all school rules.  [Classroom Management Plan (click here)](https://docs.google.com/document/d/10bYQ7-Pb81U7dFWQ5zTclRXDicoLS21k/edit?usp=sharing&ouid=116612922151107945127&rtpof=true&sd=true) |
| **Textbook:** | *Studysync*, unit novels |
| **Grading:** | Test grades will account for 60% of the 9-weeks grade, with the remaining 40% being determined by quiz/daily grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as work can be made up and graded for excused absences only. |
| **Make-up Work:** | Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence. All work missed on the day(s) of excused absences must be made up within a timeframe determined by the teacher. **It is the responsibility of the student to ensure he or she makes up work following excused absences. Students will not receive credit for and will not be allowed to make up any assignments, tests, work, activities, etc., missed during unexcused absences.** (DMS 2025-2026 Student Handbook) |
| **Late Work:** | For work turned in late, the following policy will apply:  • The assignment will drop one LETTER grade for each school day that passes. For example, if an assignment is turned in one school day late, the highest a student can receive is 89%; two days late, 79%, etc.  1 day late = maximum credit 89%  2 days late = maximum credit 79%  3 days late = maximum credit 69%  4 days late = maximum credit 59%  5-10 days late = maximum credit 50%  • Half credit is always better than no credit! Until work has been made up, “Missing” (which counts as a zero) will be put in the grade book. This will be updated once work is completed and turned in. |
| **Accommodations:** | Requests for accommodations for this course or any school event are welcomed from students and parents. |
| **Technology** | Concerning laptop utilization:  1. Student laptops should not be hard-wired to the network or have print capabilities.  2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers.  3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops.  4. Laptops will be used at the individual discretion of the teacher and should be brought to school daily. |
| **Materials and Supplies:** | Two pocket folder, notebook paper, highlighters, and pencils |

1st 9 Weeks

| **Unit** | **Duration** | **Skills** | **Learning Goal** | **Standards** |
| --- | --- | --- | --- | --- |
| 1. **Summer Reading- Restart** | **3 days** | **Text evidence, inference, summarizing** | **Review 5th grade skills**  **-character types**  **- literary elements** | **6.3**  **6.7b**  **6.11**  **6.25** |
| 1. **Short Stories: Conflict/Plot/Characterization** | **3 weeks** | **Identify types of conflict, elements of plot, point of view, characterization** | **Identify the types of characters, conflict, and elements of plot and how it contributes to story and how it unfolds.**  **-Explain Author’s rhetorical choices (their reasoning behind how they include the priorly mentioned elements).** | **6.3**  **6.1**  **6.9** |
| 1. **Intro to CDC** | **2 week** | **Notes/guided practice with short stories or articles** | **Introduction to text dependent paragraph writing** | **6.7**  **6.11**  **6.25**  **6.29** |
| 1. **Narrative Writing: Writing from a different perspective using short stories** | **2 weeks** |  | **Write arguments to convince readers to adopt a position/take action using clear claims and evidence.**  **Write narratives incorporating key literary elements** | **6.3**  **6.7a**  **6.9**  **6.29**  **6.30**  **6.20** |
| 1. **Text Structures** | **2 weeks** | **Nonfiction Texts/CDC Skills/ Identifying Text Types** | **Identify central ideas in a text and determine how text structures contribute to author’s purpose** | **6.2**  **6.7b**  **6.5**  **6.8**  **6.10** |
| **Quarter Assessment 1** |  |  |  |  |

2nd 9 Weeks

| **Unit** | **Duration** | **Skills** | **Learning Goal** | **Standards** |
| --- | --- | --- | --- | --- |
| 1. **Novel Studies: Hoot**   **Informative/Expository Essay/Research** | **4 weeks**  **2 weeks** | **Theme, Conflict Character, Plot,**  **Using Context Clues,**  **Create and edit digital products Enhance oral presentations**  **Evaluating Sources.** | **Explain how plot, characters, and conflict support the author’s purpose**  **Write informational texts with organized structure, formal style, and credible sources**  **Research information on a topic, paraphrase information from credible sources** | **6.3**  **6.7b**  **DL 13, 14**  **6.7**  **6.8**  **6.10**  **6.12**  **6.21**  **6.22**  **6.24**  **6.25**  **6.29**  **6.13**  **6.14**  **6.20** |
| 1. **Active Listening** | **1 week** | **Gathering info from oral presentations**  **Context Clues**  **Presentation Skills** | **Make inferences and draw conclusions from oral presentations; determine the meaning of unfamiliar words from oral presentations** | **6.5**  **6.17**  **6.13**  **6.14**  **6.28**  **6.23**  **6.26** |
| 1. **Argumentative Writing** | **2 weeks** | **Writing claims, supporting evidence, supporting reasoning, introduction paragraphs, conclusion paragraphs** | **Write arguments to convince readers to adopt a position/take action using clear claims and evidence.** | **6.7c**  **CL 7**  **6.24**  **6.25**  **6.29**  **6.20**  **6.26** |
| **Quarter Assessment 2/Midterm**  **(be sure to look at test to add research questions and remove narrative questions due to changes to pacing)** |  |  |  |  |

3rd 9 Weeks

| **Unit** | **Duration** | **Skills** | **Learning Goal** | **Standards** |
| --- | --- | --- | --- | --- |
| 1. **Poetry/Figurative Language** | **2 Weeks** | **Tone, mood, fig. Lang, connotation/denotation/poem structure** | **Identify different literary devices used in a text and how it supports interpretation of the text and author’s rhetorical choices** | **6.4**  **6.3**  **6.6**  **6.9**  **6.30** |
| 1. **Novel Study (TBD)** | **5 Weeks** | **Theme, characterization, POV** | **Determine how characters and point of view affect the theme of the literary text** | **CL2, CL3,**  **6.3** |
| 1. **Writing Types Review (Narrative, Argumentative, Informative)** | **1 Week** | **Writing narratives, informational, and argumentative pieces** | **Write narratives incorporating key literary elements**  **Write informational texts with organized structure, formal style, and credible sources**  **Write arguments to convince readers to adopt a position/take action using clear claims and evidence** | **6.7a,b,c.**  **6.29**  **6.30**  **6.20** |
| 1. **ACAP Bootcamp** | **1 week** | **Review critical standards** | **Identify and explain plot, theme, pov, fig. Lang, tone/mood, conn/denotation, text structures, research skills**  **Write a narrative, informative, and argumentative pieces** | **6.1**  **6.2**  **6.3**  **6.4**  **6.5**  **6.6**  **6.7**  **6.8**  **6.9**  **6.15**  **6.16**  **6.17**  **6.18**  **6.19**  **6.27** |
| **3rd Quarter Assessment** |  |  |  |  |

4th 9 Weeks

| **Unit** | **Duration** | **Skills** | **Learning Goal** | **Standards** |
| --- | --- | --- | --- | --- |
| 1. **Novel studies:**   **TBD** | **5 weeks** | **Theme, Character, Plot, Using Context Clues** | **Review literary skills** | **6.3** |
| 1. **Writing/Research Review** | **2 weeks** | **Find credible sources; writing on research**  **Review types of writing** | **Review Research Skill**  **Review writing skills** | **6.22**  **6.7a,b,c**  **6.8**  **6.10**  **6.24**  **6.25**  **6.20**  **6.29** |
| **3. Figurative Lang. Review** | **1 weeks** | **Literary devices** | **Review literary devices** | **6.4**  **6.3**  **6.30** |
| **4. Summer Reading Preview** | **1 Week** | **Preview 7th grade critical literacy skills** | **Introduce 7th grade summer reading texts** | **CL3** |
| **Final Exam** |  |  |  |  |