



## 6TH GRADE LANGUAGE ARTS

### Syllabus

Discovery Middle School  
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<b>Course Description:</b>	Sixth-grade Language Arts will continue students' growth in reading, writing, listening, speaking, discussion, and reflection. Reading strategies, critical thinking skills, vocabulary building, and a continued focus on writing comprise the main elements of reading instruction. The focus for writing instruction will be narrative, informational, and argumentative writing with requirements based on Alabama College and Career Ready standards. The overall goal of the class is to increase students' literacy and writing ability. Outside reading and summer reading are required.
<b>Course Objectives:</b>	<ul style="list-style-type: none"><li>• Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</li><li>• Use context clues to determine the meanings of unfamiliar spoken or written words.</li><li>• Use digital and electronic tools appropriately, safely, and ethically when researching and writing, individually and collaboratively. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</li><li>• Assess the formality of occasions to speak or write using appropriate language and tone.</li><li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li></ul>
<b><u>Classroom Expectations:</u></b> <a href="#"><u>Discovery Middle School Classroom Management Plan</u></a>	Classroom Rules and Procedures: <ol style="list-style-type: none"><li>1. Have a positive attitude.</li><li>2. Be responsible.</li><li>3. Be respectful to others and their opinions.</li><li>4. Set high expectations for yourself.</li><li>5. Follow all school rules.</li></ol>
<b>Textbook:</b>	<i>StudySync</i> , unit novels

<b>Grading:</b>	Test grades will account for 60% of the 9-week 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.
<b>Make-up Work:</b>	Under normal circumstances, it is expected that students will submit <u>previously</u> 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 3 school days determined by the student handbook.. <b>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.</b> (DMS 2024-2025 Student Handbook)
<b>Late Work:</b>	For work turned in late, the following policy will apply: <ul style="list-style-type: none"> <li>• 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.</li> </ul> 1 day late = maximum credit of 89% 2 days late = maximum credit of 79% 3 days late = maximum credit of 69% 4 days late = maximum credit of 59% 5-10 days late = maximum credit 50% <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Accommodations:</b>	Requests for accommodations for this course or any school event are welcomed by students and parents.
<b>Turnitin Notice:</b>	The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively – skills essential to all academic work.

	Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.
<b>Technology: laptops, Chromebooks, and cell phones</b>	Concerning laptop utilization: <ol style="list-style-type: none"> <li>1. Student laptops should not be hard-wired to the network or have print capabilities.</li> <li>2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers.</li> <li>3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops.</li> <li>4. Laptops and other electronic devices will be used at the individual discretion of the teacher.</li> <li>5. Cell phones will be used at the teacher's discretion. Students will place cell phones in their backpacks upon entrance and for the duration of the class. Cell phones determined to be a distraction will be placed in a safe area and returned to the student either at the end of the class or picked up from the front office at the end of the day. The teacher will notify parents of continued phone distractions.</li> </ol>
<b>Materials and Supplies:</b>	Composition notebook, 1-inch 3-ring binder with pocket dividers, notebook paper, highlighters, and pencils

<b>36-Week Plan *Subject to Change Grammar and Vocabulary Weekly</b>	
<b>Week</b>	<b>Unit</b>
<b>0 8/1</b>	Classroom Procedures/Safety Drills; Icebreakers; Get To Know You/All About Me
<b>1 8/5</b>	Summer Reading Collaboration ( <i>Restart</i> by Gordon Korman) - Characterization and Conflict, 6 Traits of Writing

<b>2</b> <b>8/12</b>	Summer Reading Collaboration ( <i>Restart</i> by Gordon Korman) - <i>Characterization and Conflict</i> , 6 Traits of Writing
<b>3</b> <b>8/19</b>	Short Stories and Elements of Plot, Point of View 6 Traits of Writing Essential Question: How are people changed through their relationships and experiences?
<b>4</b> <b>8/26</b>	Short Stories and Elements of Plot, Point of View 6 Traits of Writing Elements of Plot, Narrative Writing; Essential Question: How are people changed through their relationships and experiences?
<b>5</b> <b>9/2</b>	Short Stories and Elements of Plot, Point of View, Essential Question: How are people changed through their relationships and experiences? Narrative Prompt: As one of the characters in one of the short stories, retell/rewrite a scene from a new perspective.
<b>6</b> <b>9/9</b>	Short Stories and Elements of Plot, Point of View, Essential Question: How are people changed through their relationships and experiences? Narrative Prompt: As one of the characters in one of the short stories, retell/rewrite a scene from a new perspective.
<b>7</b> <b>9/16</b>	Short Stories and Elements of Plot, Point of View, Essential Question: How are people changed through their relationships and experiences? Narrative Prompt: As one of the characters in one of the short stories, retell/rewrite a scene from a new perspective. Rough Draft
<b>8</b> <b>9/23</b>	6th Grade Unit Assessment (end of 9 weeks), Narrative Essay Due
<b>9</b> <b>10/7</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot
<b>10</b> <b>10/14</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot
<b>11</b> <b>10/21</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot; Evaluating Sources
<b>12</b> <b>10/28</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot; Endangered Research
<b>13</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to

<b>11/4</b>	do when there are no instructions? Novel suggestion: Hoot; Endangered Research/Annotating
<b>14 11/11</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot; Endangered Research/Thesis
<b>15 11/18</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot Endangered Research/Organization
<b>16 12/2</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot; Endangered Research/Supporting Details
<b>17 12/9</b>	Novel Unit Genre: Realistic Fiction Essential Question: How do you know what to do when there are no instructions? Novel suggestion: Hoot Research/Drafting with in-text citations
<b>18 12/16</b>	6th Grade Unit Assessment 2/Midterm Test; Research/Informative Writing Final Copy due
<b>19 1/7</b>	Non-fiction and Argumentative Writing Introduction
<b>20 1/13</b>	Space Camp Week
<b>21 1/20</b>	Novel unit Genre: Science Fiction; Essential Question: How do you react when faced with a difficult situation? Novel Suggestion: A Wrinkle in Time Argumentative Writing - Writing an argumentative thesis
<b>22 1/27</b>	Novel unit Genre: Science Fiction; Essential Question: How do you react when faced with a difficult situation? Novel Suggestion: A Wrinkle in Time Argumentative Writing - organizing an argumentative essay
<b>23 2/3</b>	Novel unit Genre: Science Fiction; Essential Question: How do you react when faced with a difficult situation? Novel Suggestion: A Wrinkle in Time Argumentative Writing - using supporting details
<b>24 2/</b>	Novel unit Genre: Science Fiction; Essential Question: How do you react when faced with a difficult situation? Novel Suggestion: A Wrinkle in Time Argumentative Writing - essay due
<b>25</b>	Novel unit Genre: Science Fiction; Essential Question: How do you react when

<b>2/17</b>	faced with a difficult situation? Novel Suggestion: A Wrinkle in Time Argumentative Writing
<b>26 2/24</b>	ACAP Review
<b>27 3/3</b>	ACAP Review
<b>28 3/17</b>	ACAP Testing Review
<b>29 3/24</b>	ACAP Testing Window
<b>30 3/31</b>	ACAP Testing Window
<b>31 4/7</b>	Poetry Unit: Novel Suggestions Garvey's Choice, Love that Dog Identify & Utilize Elements of Poetry
<b>32 4/14</b>	Poetry Unit: Novel Suggestions Garvey's Choice, Love that Dog Identify & Utilize Elements of Poetry
<b>33 4/21</b>	Poetry Unit: Novel Suggestions Garvey's Choice, Love that Dog Identify & Utilize Elements of Poetry
<b>34 4/28</b>	Fantasy novel suggestion <i>Tuck Everlasting</i> , <i>Gathering Blue</i> ; Essential Question: How do our choices and challenges shape who we are and the world we live in?
<b>35 5/5</b>	Fantasy novel suggestion <i>Tuck Everlasting</i> , <i>Gathering Blue</i> ; Essential Question: How do our choices and challenges shape who we are and the world we live in?
<b>36 5/12</b>	Fantasy novel suggestion <i>Tuck Everlasting</i> , <i>Gathering Blue</i> ; Essential Question: How do our choices and challenges shape who we are and the world we live in?
<b>37 5/19</b>	Final Exams