

Grade 6 Language Arts

2014-2015 School Year

Third Quarter

Welcome

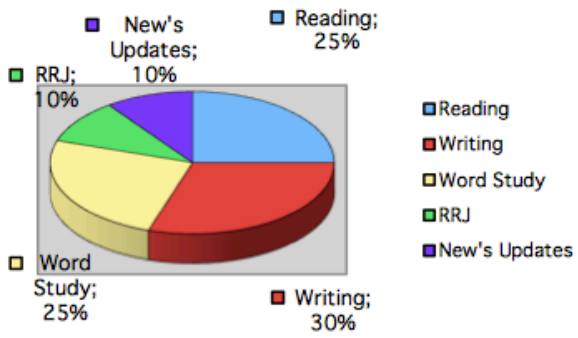
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study.

After listening to the descriptions or reading the handouts on these projects, please decide which ones you plan to do. Then show your plan, your Calendar Checklist, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!

Signature

Grade 6 Language Arts

Start & Due Dates, Project Credit/Exam Checklists, Extra Credit Opportunities

How your final quarter grade is Determined:	**Grading Pie**
❑ In a Montessori style Learning Acceleration Classroom ❑ Students set goals, track their own progress, and grade themselves... ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is excellence.	

Notes:

The Language Arts Acceleration program requires responsible behavior by all of you in order for it to succeed; participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) stopping other students from working during "Project Worktime" or (ii) by attempting to receive credit for a Project on which you did not do your fair share of work.

- Exceptional Projects pass with " **Flying Colors** " and earn **EXTRA CREDIT** (1 extra project point).
- Every Project ends with a PROJECT EXIT EXAM on which you will be expected to understand and be able to discuss all the checklist requirements... and to know all the vocabulary in the directions for that Project. So study the PROJECT CHECKLISTS before you take your orals.
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, each student must do a fair share and be able to pass the Project Exit Exam by himself or herself.
- You have @ 10 weeks of class and @ 3 Project work-periods a week. There will not be class time set aside for you to work on all PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A" in Language Arts.
- INDEPENDENT PROJECTS: Projects for which there is no planned class time are marked with a "⊕". On these it is your responsibility to start early enough to (i) get help with directions, and (ii) hand in your project early so it can be corrected.
- There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**!

Vocabulary/Work Study

California State Standards

Word Analysis, Fluency, and Systematic Vocabulary Development
Vocabulary and Concept Development:
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

1-6	**Spelling City Lists** Start ☐		**1/26**
Do you know how much of our language comes from Greek and Latin? By studying these word lists (generated by root type and meaning), you will gain insight into those million dollar words we see all the time buy have no idea what they mean! For each list, I have assigned 7 online activities (on www.spellingcity.com) that will help you to learn these words. Some activities help with spelling, and some activities will help with definitions. Good luck!		Due ❸	**3/27**

To receive credit for this Project:

- ☐ Complete all 7 online activities in the Spelling City website for each word list.
- ☐ Complete the in-class word packet to prepare yourself for the spelling city activities and the test.

7-8	**Multiple Choice Exam** ***This project can be worth up to 2 points.** Start ☐		
Now put your knowledge to the test! After completing 3 word list activities, complete the multiple-choice exam. Already know these words? Then prove it! Take the test and receive 85%or better. Test and retest until you get 85%			

To receive credit for this Project:

- ☐ Complete the multiple-choice exam conducted in class (available every 3rd week of the quarter)

9-18	**Daily paragraph editing** Start ☛		weekly
To become a great reader and writer, you must have a good grasp of how our written language works. These exercises contain a wealth of skill-building exercises that are sure to help you to become the best reader and writer you can be. 1 week (4 edits) equal one project point.		Due ❸	

To receive credit for this Project:

- ☐ Complete 4 in-class paragraph edits per week.

9-18	**Grammar Notebook**	Start ☛	weekly
To become a great reader and writer, you must have a good grasp of how our written language works. These exercises contain a wealth of skill-building exercises that are sure to help you to become the best reader and writer you can be. 1 week equals one project point.		Due 3	

To receive credit for this Project:

- ☐ Complete 3 in-class activities per week.

19-20	**Grammar Exams** ***This project can earn up to 2 points.**	Start ☐	12/15 1/16
After we finish a Grammar unit, we will take a small test to make sure we've learned the required material. Each exam is worth double points if you pass it the first time.			

To receive credit for this Project:

- ☐ Take the grammar exams in weeks 6 & 8.
- ☐ Pass with an 85% or better on your first try to receive 2 project points.
- ☐ Retake the exam if necessary until you pass (1 project point).

16	**Duolingo**	Start ☛	2/26
Study a foreign language to help you understand how grammar works.			1/23

To receive credit for this Project:

- ☐ Complete 3 levels for 1 project point.
- ☐ Translate a page in your favorite children's book in your foreign language for flying colors
- ☐ Beat the bot for flying colors.

Independent Reading and Literature and Poetry

CALIFORNIA CONENT STANDARDS
READING
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
Word Recognition
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
Vocabulary and Concept Development
1.2 Identify and interpret figurative language and words with multiple meanings.
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).
2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.
Structural Features of Informational Materials
1. 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
2. 2.2 Analyze text that uses the compare-and-contrast organizational pattern.
Comprehension and Analysis of Grade-Level-Appropriate Text
1. 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
2. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
3. 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).
Expository Critique
1. 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
2. 2.7 Make reasonable assertions about a text through accurate, supporting citations.
3. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
3.0 Literary Response and Analysis
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.
Structural Features of Literature
3.1 Identify the forms of fiction and describe the major characteristics of each form.
Narrative Analysis of Grade-Level-Appropriate Text
1. 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
2. 3.3 Analyze the influence of setting on the problem and its resolution.
3. 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
1. 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
1. 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
2. 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.
Literary Criticism
3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Independent Reading:

	R.R.J (Reading Response Journal) (1 point each)	Start ☐	**1/26**
One of the easiest ways to become successful in school is to read! As much as I would love to see you all reading everyday, I know that life can get busy sometimes. Throughout the year I will expect you to read at least 3 nights per week. After you read you will be required to complete a reading response entry.		Due ❸	**3/27**

To receive credit for this Project:

- ☐ Choose a book or an appropriate reading material of your choice.
- ☐ Read for a specific time (20 minutes), or a set number of chapters.
- ☐ Write a half page response (at least 100 words)
- ☐ Your response must have an appropriate heading, and be neat and legible.

	News Updates! (1 point each)	Start ☐	
This year you will also be required to present a newspaper article in front of the class. You will work on the write up in class on Wednesday and present Friday afternoon. The news article you choose should be recent (within the last week or two) and needs to be from a reliable source.		Due ❸	

To receive credit for this Project:

- Choose one newspaper article from a newspaper, preferably the Union Tribune.
- Complete the News Update Form answering the following questions:
  Who is this article about? What happened? Where did this even take place? When did it take place? Why did it happen? How did it happen?
- Prepare a short summary of the article to present to the class.

Literature and Poetry:

1-4	**Reading Groups** ☛	Start	**Mondays Week 1,3,5,7**
Group project (assigned): Throughout this year we have read a few novels together as a class. This project will allow you to read some shorter pieces of literature with a smaller group of your classmates. This project will utilize your skills of summarizing, visualizing, responding, and comprehending to really understand the stories that you will read. This quarter, you will complete 6 Reading Group projects. Remember to work together on each part of the project to really get the most out of it, and work hard to complete it in class!		Due ❸	**End of each week**

To receive credit for this Project:

- Take turns reading your assigned reading selection out loud to your group.
- Write a summary for the reading selection.
- Write a short response of your choice about the reading selection.
- Draw a picture from a scene in the reading selection.
- Answer the comprehension and literary analysis questions after your reading selection.
- Turn in your completed reading group project packet.

5	**Close Reads**	Start ☛	**Mondays Week 2,4,6,8**
These "Close Reads" offer a chance for you to read and analyze a variety of genres of writing. These selections will include: poems, fiction stories, and non-fiction expository texts. The close read activities might include, but not be limited to: inferring, predicting, summarizing, locating evidence from the text, and responding. Please carefully review these assignments before turning them in.		Due ❸	**End of each week**

To receive credit for this Project:

- Read the text selections
- Complete the close read activities in the margin of each page.
- Answer the comprehension questions that follow the text selections.

6	**"The Adventure of the Dancing Men" by Sir Author Conan Doyle (3 points)**		____
Intro: "Elementary my dear Watson!" These words are perhaps the most incorrectly quoted in all of the English language. Although he never said those exact words, the infamous Sherlock Holmes of Baker Street has sparked our imaginations, graced the box office big screens, and found its way into your literature curriculum! Now, my only question is, will you help to solve the case of the adventure of the dancing men?		Due ❸	

To receive credit for this Project:

- ☐ Complete the vocabulary activity.
- ☐ Participate in the daily reading of, "The Adventures of the Dancing Men."
- ☐ Complete the Dancing Men Code
- ☐ Complete the Plot Diagram Summary.
- ☐ Correctly answer the comprehension questions given at the end of the story.

To Pass with Flying Colors:

- ☐ Use the code of the dancing men to write your own message (must be at least 50 words.)

7	**"The Ransom of Red Chief" by O'Henry**	**(3 points)**	____
Intro: "The Ransom of Red Chief," by O Henry is widely considered to be his most comical work. Many children's television shows have parodied the story's plot.		Due ❸	

To receive credit for this Project:

- ☐ Complete the vocabulary activity.
- ☐ Participate in the daily reading of, "The Ransom Chief"
- ☐ Create a picture window of one scene from the story. Picture must be in color and you must use the entire paper. Requires a direct quote from the text.
- ☐ Complete the Plot Diagram Summary.
- ☐ Correctly answer the comprehension questions given at the end of the story.

To Pass with Flying Colors:

- ☐ Make a comic book version of "The Ransom of Red Chief."

8	**Book Report**	**(2 points)**	Start ☛	____
This is an independent assignment. Since you have been reading independently (and writing in your response journal), you may now create a book report. Present to the class in week 9!			Due ❸	

To receive credit for this Project:

- ☐ Read one independent reading book of your choice.
- ☐ Complete one book report assignment
- ☐ present to the class.

To Pass with Flying Colors:

- ☐ Add to your report with a powerpoint or keynote presentation of the book.

9	**Book Review (1 point)**	Start ☛	____
This is an independent assignment. Once you complete an independent book, you may create a book review. Present to the class in week 9!		Due ❸	

To receive credit for this Project:

- Read one independent reading book of your choice.
- Write a review of the book you read in the style of a movie review. Talk about the plot of the book, the main characters and anything else you think may be in a good review. Make sure you end your paper with either a “thumbs up” or “thumbs down”. Tell us why. This should be three paragraphs long.
- present to the class.

California State Standards

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1. 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
2. 1.2 Create multiple-paragraph expository compositions:
   a. Engage the interest of the reader and state a clear purpose.
   b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
   c. Conclude with a detailed summary linked to the purpose of the composition.
3. 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

4. 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
5. 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

1. 2.1 Write narratives:
   1. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
   2. Include sensory details and concrete language to develop plot and character.
   3. Use a range of narrative devices (e.g., dialogue, suspense).
2. 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
   a. State the thesis or purpose.
   b. Explain the situation.
   c. Follow an organizational pattern appropriate to the type of composition.
   d. Offer persuasive evidence to validate arguments and conclusions as needed.
3. 2.3 Write research reports:
   1. Pose relevant questions with a scope narrow enough to be thoroughly covered.
   2. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
   3. Include a bibliography.
4. 2.4 Write responses to literature:
   1. Develop an interpretation exhibiting careful reading, understanding, and insight.
   2. Organize the interpretation around several clear ideas, premises, or images.
   3. Develop and justify the interpretation through sustained use of examples and textual evidence.
5. 2.5 Write persuasive compositions:
   a. State a clear position on a proposition or proposal.
   b. Support the position with organized and relevant evidence.
   c. Anticipate and address reader concerns and counterarguments.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

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Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

Writing:

1-4	**Writing Prompts of the Week (1 point each)**	Start	**Week 1, 3, 5, 7**
Every other week I will assign a "Prompt of the week" essay or story. The topics will range from funny to serious. These essays will be assigned on a Friday, and have to be turned in on the following Friday.		Due	**Week 2, 4,6,8**

To receive credit for this Project:

- Write a short essay or story that addresses the prompt of the week (must be greater or equal to 300 words)
- Must be drafted and edited and include very few spelling and grammatical errors.
- Post your work to your blog.

5	**Problem Solution Essay (up to 4 points)**	Start	**2/2**
Intro: Choose a problem that deeply interests you. Write an essay I which you explain the problem. Examine its causes, and explore possible solutions. There are many problems to explore in life, but try to limit yourself to specific problems at home, school, or in your community.		Due	**2/27**

To receive credit for this Project:

- Prewriting Activities (1 point)

  Describe the problem-

  Submit your proposal for your problem solution essay (1 paragraph)

  *Must present the problem you shoes in a clear thesis statement.

  Discuss what caused the problem-

  Submit your cause and effect idea web.

  Suggest how to solve the problem-

  Fill in the Problem-solution form.
- Draft: (1 point)

  Intro and conclusion should be each one paragraph long.

  The entire essay will be between three and six paragraphs.

  This must include the editing checklist.
- Published essay: (2 points) Must be typed and contain no spelling or grammar mistakes.
- Post the published essay to your blog.

6	Compare Contrast Essay (up to 4 points)	Start	
Intro: Compare and contrast essays are the other big essay types in academic writing. These essays will follow a specific question and are fairly easy to complete. There are several ways to write this type of essay. The most important thing to remember is structure. Many wonderful essays fall victim to the woes of bad structure, making any ingenuity to fall by the wayside. In this writing project, you will write a comparison-contrast essay about two people, places, objects, or actions that are familiar to you. Explain why you chose those subjects.		Due 3	

To receive credit for this Project:

- ☐ Prewriting Activities (1 point)

  Describe the problem-

  Submit your proposal for your problem solution essay (1 paragraph)

  *Clearly explain the two things that you chose to compare and contrast. Explain why you chose these two things.

  Gather your ideas-

  Submit your compare and contrast ideas in these two different graphic organizers:

  -T Chart

  -Venn Diagram

  Format-

  Create an outline, using one of the two standard formats for writing a compare and contrast essay.

- ☐ Draft: (1 point)

  Intro and conclusion should be each one paragraph long.

  The entire essay will be between six and eight paragraphs.

  This must include the editing checklist.

- ☐ Published essay: (2 points) Must be typed and contain no spelling or grammar mistakes.
- ☐ Post the published essay to your blog.

7	Fiction book for children (2 points)		____
Intro: Have you ever wanted to publish your own children's book? You now have the chance. Throughout this school year, you have written a number of stories and essays. You may either choose one of your published writing pieces from your blog or create a new story to use for your book. Your book must include richly detailed pictures and a well thought out story that adheres to typical dramatic structure (i.e. has a conflict and a resolution). Start this project early since it will no doubt take a long time to complete.		Due 3	3/16

To receive credit for this Project:

- ☐ Create a story of moderate length to use for your picture book.
- ☐ Break your story up into separate pages (hint: don't put too much text per page)
- ☐ Create richly detailed, colored illustrations.