

6th Grade English Language Arts and Literature

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Room 31

Course Description: This course provides a literature-centric language arts program in accordance with the California Common Core Standards. Students will explore thematic connections in reading, writing, word analysis, as well as develop listening and speaking skills using significant works of literature. They will read various genres of literature including novels, short stories, nonfiction essays, articles, biographies, folk stories, and poetry while making personal connections to their own world. Critical thinking skills, listening and speaking opportunities, and comprehension proficiency will develop as students respond to literature. Students will study the author's craft and the writing process model using rubrics for assessment and self-reflection. Additionally, students will participate in thematic, project-based learning through individual, partner, and group activities. Sixth graders will focus on three primary writing genres (information, argument, and narrative) in order to begin the path towards high school readiness.

Course Goals: The goal for students is to foster their passion for reading, develop critical thinking skills, communicate effectively in oral and written expression, and promote successful, independent learning.

Student Texts: Sixth graders will explore a collection of literature in the textbook anthology, as well as a variety of nonfiction selections and core literature, including many of the following:

Freak the Mighty, Rodman Philbrick
The Giver, Lois Lowry
The Breadwinner, Deborah Ellis
A Long Walk to Water, Linda Sue Park
D'Aulaire's Book of Greek Myths, D'Aulaire

State Adopted Anthology Textbook: Holt Literature and Language Arts Introductory Course, Holt Rinehart, and Winston, 2010.

Grammar Textbook: Holt Warriner's Handbook, Holt Rinehart, and Winston, 2010.

Class Expectations:

- Arrive to class (or Zoom) ready to learn and try your personal best each day.
- Make sure you have classroom materials: computer, independent reading book, novel.
- Be responsible for your own work. Look for absent/missing assignments in Google Classroom and check powerschool regularly.
- Be responsible for your work. Communicate with Ms. McLaughlin if you need help or you are missing assignments.
- Respect yourself, your teacher, your classmates, and school property.

Grading Policy: All grading, written work, testing, and homework standards that are used in this class reflect the newly adopted Academic Standards for Woodside School. They are as follows:

WES Grading Standards:	Grade	Percent	Grade Point
	A	94-100	4.00
	A-	90-93	3.67
	B+	87-89	3.33
	B	83-86	3.00
	B-	80-82	2.67
	C+	77-79	2.33
	C	73-76	2.00
	C-	70-72	1.67
	D+	67-69	1.33
	D	63-66	1.00
	D-	60-62	.67
	F	Below 60	.00

Grading: Grades are not weighted in my class. Essays, tests, and large projects are usually worth 100 points. Smaller projects are usually worth 50 points. Class work and homework assignments are usually worth 25 points.

Unexcused Absences: Students who miss school due to suspension, truancy, travel and/or unexcused absences (sports and shadowing other schools) must turn in their missed work upon return. If a test happens to fall on the day the student returns to class, he or she will be required to take the test that day.

Excused Absences: An illness is considered an excused absence. Students will be given as many extra days as they missed due to illness. It is the student's responsibility to find out what the homework assignment is upon return. If a student is given one extra day to complete an assignment because of an illness, he or she must turn in the assignment when that particular due date arrives.

Late Work: All late homework, projects, and essays will be subject to a deduction of up to 10%. Missed tests will need to be completed within one week of the original test date.

Reading: In addition to reading core literature novels, students are expected to choose independent books for reading in and outside of class.

My Teaching Style:

Each of your children learns in a different way. In Room 31, each child's learning styles will be addressed and individual strengths will be used as building blocks for further instruction and conceptual understanding.

Our classroom community is a supportive and positive learning environment where I encourage students to take responsibility for their learning while interacting respectfully with their peers and teacher.

Classroom Rules:

1. Be Kind
2. Tell the Truth

3. Offer to Help
4. Clean Up
5. Persevere

Communication:

The best way to contact me is via email at amclaughlin@woodsideschool.us.

I am here to teach your child about literature and writing, but more importantly, I am here to support your child in his or her academic career. Please contact me immediately if you feel your child is struggling academically or socially.

I am looking forward to another great year with you 6th grade! If you need anything please do not hesitate to reach out to me.

Ms. McLaughlin

Zoom Etiquette

Have Materials Ready

Be ready for your zoom meeting. Gather any materials you need ahead of time. Also, make sure you go to the bathroom beforehand. If you want to have water, grab a bottle before the zoom starts.

Stay in One Spot during the Zoom

I know this seems like a great time to give your school friends a tour of your home and introduce them to your pets, but resist the urge. It's distracting to the class. So, stay put and schedule a video call with your friends later to give them the house tour.

Don't Use A Fun Background

Zoom has a ton of fun backgrounds, but don't use them when you are on with your class. It makes it very difficult for them to see you. If possible, find a spot in your house that has a blank background and has good lighting. But, don't sit in front of a window with the light streaming in behind you; that will also make it hard for people to see you.

Know When and How To Mute

The mute button is your friend in zoom. When your device picks up any sound, zoom grabs your screen and puts you front and center. That's great if you are answering a question or adding a comment. However, it's not so great for background noise. Turn on mute and keep it on until it is your time to speak.

Find a Quiet Spot

To avoid distraction for you and the others on the conference call, find a quiet spot in your house. It will be easier for classmates or teammates to hear from you and for you to hear them.

Be On Time

Be on time for your zoom call. Log into the call a few minutes early to make sure your device is working properly.

Wait Your Turn

Teachers will give you a signal to use, like raising your hand, if you have something to say. Use good manners by using this signal before speaking.

Be Presentable

Take a few minutes to make yourself presentable. Brush your hair and teeth. Change out of your pajamas.

Be Respectful

During your zoom meetings with classmates, act like you would in your class at school. Do not chew gum, crunch on snacks, or talk with your sibling during a call.

Stay on task

Stay on task by leaving your cellphones, devices, or any other distractions in another room. Do not message classmates during the zoom meeting unless instructed to do so. Be an active listener and participant in your learning.