

Reading 6

2021- 2022 Syllabus Overview & Grading Policy

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Course Description: In Reading 6, students will work within a literacy model that supports their growth as independent readers. The course will be aligned with the Core Curriculum Standards adopted by New York State:

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.
 - a. Explain how an author's geographic location or culture affects his or her perspective.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Integration of Knowledge and Ideas

8. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Responding to Literature

10. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
 - a. Self-select text based on personal preferences.
 - b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Grading Policy:**Participation and Homework**

Students are expected to arrive to class on time and prepared to share in the responsibility for their learning. A willingness to engage in problem solving, a cooperative attitude, initiative and perseverance are all considered in weighing students' participation.

Homework will be due as assigned and when turned in on time, its value will be out of a possible 100%. If the work is one (1) day late, its value will be out of a possible 85%. No late homework will be accepted after that.

Unit Assessments

Given at the end of each Unit.

Writing/Assessments/Projects

Students will write in response to shared and independent readings.

Projects will be required for books read during independent reading as well.

Collaboration and presentation competencies will be assessed with Achieve 3000.

Materials: Students will need a folder, notebook, and writing utensil.

Extra Help: Ms. Coombs will be available for extra help during her planning period, lunch, before and after school. Please be sure to stop by with questions.

Expectations: Students are expected to follow the McGraw Code of Conduct along with the posted classroom rules.