

Name of School:

Name of Course: **Reading/Language Arts 6** (*Treasures*)

Instructor Information

Name:

E-mail address:

School phone number:

Web page address:

Best times to be reached:

Course Description

Reading/Language Arts 6 (Treasures) is a year-long course that integrates listening, speaking, writing, reading, and viewing. Learning opportunities include individual as well as small group activities, teacher-directed lessons, opportunities for student self-selection, and reading and writing from a variety of genres. Language instruction, spelling and grammar instruction, writing as a process, journal writing, researching skills, and thinking strategies are also integrated into this course.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Power Benchmarks:

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations. (Language Arts)
- Students will be able to use a wide range of strategies to comprehend literary and informational texts. (Reading)
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts. (Reading)
- Students will be able to use the writing process and Standard English to write for a variety of purposes. (Language Arts)

Course Information

Reading/Language Arts 6 is a required yearlong course.

Course Outline/Calendar

Language Arts Units:

Use the writing process to address purpose, audience, brainstorming, graphic organizers, revising, polishing, and publishing:

1. Personal Narrative (Semester 1/Unit 1)
2. Persuasive Essay (Semester 1/Unit 2)
3. Fictional Narrative (Semester 1/Unit 3)
4. Expository/Informational (Semester 2/Unit 4)
5. Comparison/Contrast (Semester 2/Unit 5)
6. Pathways Research (Semester 2/Unit 6)

Required Academic Vocabulary Instruction Throughout

Text/Other Required Materials/Resources

- Bear, Donald R., et al. *Treasures*. MacMillan/McGraw-Hill, 2007.
- Applebee, Arthur, et al. *The Language of Literature*. McDougal Littell, 2001.

Additional Texts/Materials/Resources

- Davenport Community Schools. *Pathways to Research Knowledge Guidelines*. Davenport Community Schools, 2003.
- Davenport Community Schools. *Research Paper Format Guidelines*. Davenport Community Schools. Current edition.
- Anchor Papers, Writing Rubrics, Benchmark Checklists
- *HBJ Language*
- *Write Source 2000*

Instructional Procedures & Support

- Direct instruction
- Cooperative learning
- Graphic organizers, films, note taking, QAR, HOTS, KWL, Read Alouds, Think Alouds, Every Pupil Response, and Brainstorming
- High expectations: Students are expected to move from the Needs category into the Meets and from the Meets into the Exceeds category.
- District Anchor Papers
- Completion of all work is necessary: The Power of “I.”
- Students may make an appointment to receive additional instruction or computer time to finish assignments.

Classroom Management Procedures

Assessment Plan

- Progress Reports:
 1. Midterm reports
 2. Quarter grades
 3. DRP
 4. ITBS
- Multiple Assessment Modes
 1. Daily assignments
 - a. Weekly writings
 - b. District required finished writing assignments
 2. End-of-term Assessment
 - a. Weekly Assessments
 - b. Unit Assessments
 - c. Benchmark Assessments

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

A: 92-100% Exceeds
B: 83-91% Meets
C: 68-82% Meets
*I: Needs

*I: 60-67% (D)
59-0 (F)

Quarter	Mid term	End of Quarter
Quarter 1	Tues., Sep. 25, 2007	Thurs., Oct. 25, 2007
Quarter 2	Fri., Nov. 30, 2007	Tues., Jan. 15, 2008
Quarter 3	Wed., Feb. 20, 2008	Fri., Mar. 21, 2008
Quarter 4	Wed., Apr. 30, 2008	Tues., Jun. 3, 2008