



6th Grade English

Ms. Hansberry

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Conferences: Scheduled through the front office

**Access through MYBACKPACK**

- **AmplifyELA (online textbook via MyBackpack)**

*\*Please Check Google Classroom and Remind101 for Continuous Updates*

**Instructions on how to get to your online textbook (AmplifyELA):**

1. Log into <http://mybackpack.apsk12.org/>
2. Click on AmplifyELA (right hand side of the screen)
3. Click on Classes (orange circle in the middle of the screen)

Your assignments for each week should appear.

**LANGUAGE 6** - The comprehensive language program concentrates on the oral and written communication skills students need and use daily. The areas of focus include capitalization, punctuation, sentence sense and structure, parts of speech, usage, vocabulary, listening, speaking, thinking, and reference. Skills are taught through application in oral expression and writing activities. The language program fosters an early appreciation for literature that will motivate students to read and think, critically in addition to responding to various texts in written form.

**READING 6** - The major goals of the reading program are to teach students to become fluent, independent, strategic readers and to foster an abiding interest in reading a variety of worthwhile materials. Students are taught decoding, listening, comprehension, thinking, and language-related skills. A major focus for the course will be assessing prior knowledge and developing vocabulary background to help students comprehend and interpret literary and informational texts. In addition, cooperative learning and shared reading experiences allow students to help each other learn.

**Types of Assignments:**

In order to involve each and every student in the learning process, the assignments will be presented in several forms to encourage participation, learning, and transferable comprehension of skills. They are as follows:

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- Policies and Procedures
- Bell Ringers
- Classwork
- Homework
- Group Projects
- Readings

**IEP:** All accommodations will be met to the best of my ability in the remote learning environment. The online textbook for English provides the leveled text, which breaks the story down and chunks the text. Also, the online textbook has videos and will read a lot of the stories to students; they click on the sound and the narrator will narrate the story. YouTube videos will be available for students as well as live online chat, and email for students that have additional questions about assignments.

**Disclaimer:** All students in my class should know how to navigate through the programs as we use them frequently.

**Contact:** If you need to contact me, you are welcome to email me ([Ashlie.Hansberry@apsk12.org](mailto:Ashlie.Hansberry@apsk12.org)) or send me a message through Google Classroom and/or Remind101. I will be checking daily to answer questions and reply to emails/messages. (Please allow 24-hour turnaround time for email response).

**Assignment Policy:**

This class provides every student with the opportunity to learn. All assignments are provided to students in a manner that allows each student to attain some aspect of comprehension. Each student, however, must willingly and fully participate in this process. **I AM NOT INCLINED TO ACCEPT LATE WORK.** However, I do understand that emergency situations may prevent a student from turning in an assignment on time. In these emergency situations, a student may submit a daily assignment no more than **three days** late. **After three days, a grade of zero will be assigned in the gradebook.**

**Make-Up Policy:**

**MISSED ASSIGNMENTS ARE YOUR RESPONSIBILITY!** As defined by the teacher, make-up work consists of any assignment that a student has missed. Please speak with me as soon as possible.

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## Grading policy:

Assignment Tasks	Weight
Classwork	40%
Tests	25%
Quizzes	15%
Projects/Performance	10%
Homework	10%



### CCRS Standards for the Entire 9-Week Period

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **[RI.6.1]**
- **[RI.6.2]** 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.
- **[RI.6.3]** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **[RI.6.4]** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **[RI.6.5]** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **[RI.6.6]** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **[RI.6.10]** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Write arguments to support claims with clear reasons and relevant evidence. **[W.6.1]**
- **[W.6.3]** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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- **[W.6.5]** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **[W.6.6]** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **[W.6.9]** Draw evidence from literary or informational texts to support analysis, reflection, and research With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **[W.6.10]** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. **[SL.6.1]**
- **[SL.6.6]** Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **[L.6.1]**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **[L.6.2]**
- **[L.6.3]** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **[L.6.4]** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- **[L.6.5]** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **[L.6.6]** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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### **I Can Statements:**

RI 6.1 **I can** cite evidence from the text to prove my inferences about the text I am reading.

RI 6.2 **I can** identify the central idea and supporting details of a text.

RI 6.3 **I can** identify key ideas about individuals, events and ideas as stated in text.

RI6.4 **I can** determine meaning of words and phrases

RL 6.5 **I can** analyze sentences and paragraphs in my reading.

RL 6.5 **I can** explain how a part of a story contributes to the plot of the story.

RI 6.6 **I can** determine the author's point of view or purpose of a text.

RI6.10 **I can** identify/understand in an informational text

SL 6.1 **I can** have a role in discussions and follow the group's rules.

SL 6.2 **I can** understand information that I see and hear.

SL6.6 **I can** identify formal and informal settings.

W 6.1 **I can** write arguments to support claims with clear reasons and relevant evidence.

W6.3 **I can** write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequence.

W6.5 **I can**, with some guidance and support from peers and adults, develop and strengthen my writing by: planning, revising, editing, rewriting, trying a new approach

W6.6 **I can** download, save, upload, and attach documents.

W6.9 **I can** draw evidence from literary or informational text to support analysis, reflection and research.

W6.10 **I can** identify task, purpose and audience for various types of writing.

L6.1 **I can** recognize pronouns (subjective, objective, possessive)

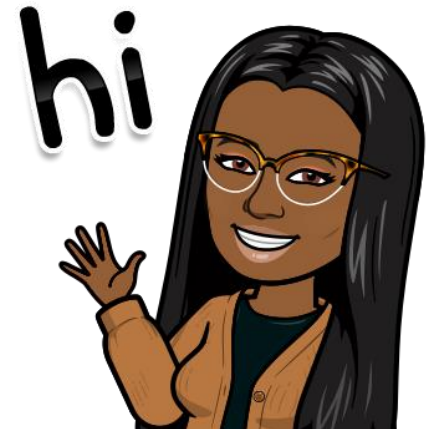
L6.2 **I can** apply correct capitalization, punctuation, and spelling when writing

L6.3 **I can** recognize conventions of language for: writing, speaking, reading and listening.

L6.4 **I can** choose flexibility from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.

L6.5 **I can** identify and define different types of figurative language (e.g., personification).

L6.6 **I can** identify general academic and domain specific words and phrases that are grade appropriate.



## **I look forward to teaching you all this school year!**

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