



## Reading 6 Course Syllabus

Hello! Welcome to Reading 6. Hopefully, you have been comfortable with your first week at Baker. Our staff feels like the opening this year went extremely well---we look forward to getting to know you all better in the next few weeks. If at any time you have a question, feel free to email me personally at the address above. I check email daily during the school week and will try to respond in a timely manner.

### ***Quarter 1: Foundations***

***Text Used: Reader's Handbook, 9 Good Habits of Readers, Language of Literature***

In this expository text unit, you will set goals for yourself with regard to your reading frequency and variety, examine different text structures, and develop reading strategies. With your peers, you will share one of your summer reading experiences. This will introduce each student to at least twelve different books to consider reading (the number depends on how many are in your class). Also, the Damascus Public Library will be sending one of its librarians to our class during Teen Read Week to give a book talk. You will choose books throughout the year to reach the grand total of 25 books read this year!

### ***Quarter 2: Mythology***

***Text Used: D'Aulaire's Greek Mythology, Children's Homer: The Odyssey (GT classes)***

This narrative text unit is always met with enthusiasm. In this unit, you will look at a variety of myths and discuss their structure, imitating their characteristics in your own writing. The value of storytelling will be emphasized in this course of study. Text features, author's purpose, and characterization will be subjects covered as we practice writing in response to reading.

### ***Quarter 3: Triumphs***

***Text Used: Language of Literature, Interactive Reader, Having Our Say***

In this unit, you will read a variety of biographical and autobiographical pieces, using our Interactive Readers and Having Our Say (a biography focusing on the lives of two 100+ year old African-American sisters...good read, parents). We will focus on *before*, *during*, and *after* reading strategies. You will self select a biography or autobiography and report on its subject to your classmates. The presentation can take place in a variety of ways, making this project a favorite among students.

### ***Quarter 4: The Newspaper***

***Text Used: The Washington Post, The Frederick Post***

As obvious from the unit's title, you will study the newspaper the last grading quarter. In a small group, you will then create your own newspaper based on a shared novel chosen and read within your group. The various parts of newspaper will be distinguished and copied into your own publication. You will discuss the author's purpose in writing articles and will make inferences when reading. You will investigate the pros and cons of an issue, form your own opinion, and present your findings in a graphic format to your classmates.

**Materials:** Book to class every day, highlighter, two sharpened pencils, a pen, and loose-leaf paper.

### **Grading:**

Your grading will be based on a weighted scale.

- **Formative Assessments-65%** (homework such as signed calendars each month, classwork, exit cards, quizzes, warm-ups). Some of this homework may be redone if mastery wasn't shown, but this depends on the assignment. Most quizzes cannot be retaken; however, at times it may be possible to retake a quiz. All students will be told of any possible "second chance" quizzes if mastery wasn't shown.
- **Summative Assessments-25%** (tests, projects, monthly reading reflection essays). Summative assessments cannot be redone/retaken.
- **Homework-10%.** This work will be graded on completion. Some homework may be graded as "formative assessment" (something started in class), but for the most part, "Homework" will be graded on its completion. Calendars' signatures will be graded weekly for a "completion" grade (signed or not). At the end of the month, calendars will be turned in for an overall "minutes read" grade (20 minutes per day, five times a week/100 minutes per week).

You will be given a letter grade each quarter, as well as a grade on task completion and learning skills. It is important to be an active participant, both verbally and aurally.

### **Homework:**

Homework will be posted on Edline, as will your grades. Check Edline when you are absent or have a question about your homework. Also, remember to call your Homework Buddy if there is a question or absence. You may also email me if you have been absent for a long period of time. Any homework due on the date of an absence will be expected on the day of your return. Extensions for missed classwork and homework can be discussed with your teacher at that time.