



Reading 6

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Room 109

Course Description

Welcome back to the new school year! This is going to be an incredible year filled with exciting explorations of the world through literature. I believe we can all learn a lot from each other about the diverse world we live in and I am excited to begin this new adventure. It is my hope as a teacher to develop the skills and strategies necessary to foster a love of reading in each of my students.

All assignments, activities and assessments will incorporate the Common Core State Standards for ELA Grade 6 as outlined below. In the following pages you will find curriculum objectives and classroom guidelines that will help you effectively navigate through the year-long course. Please save this document in your ELA folder (electronic or hardcopy) and reference it frequently.

Course Objectives as set forth by the Common Core State Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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, and plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama or poem to listening 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.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Informational Texts Only)

9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. 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.

Procedures and Guidelines

General Rules

The only way we can accomplish all of this is by working together to create a respectful, productive community. It is my expectation that each student:

- Communicate respect and consideration to every person who enters the classroom
- Complete ALL assignments on time
- Be prepared with daily materials (assigned books, notebook, pencils, planner)
- Arrive to class on time (must be in your assigned seat)
- Participate in daily discussions and activities
- Show initiative and responsibility for learning
- No cell phones, food and drinks, or other contraband
- Refer to the Quest Prep student handbook for conduct expectations

Required Materials

To successfully complete this course, you will need:

- Student laptop daily
- Notebook, pencils and planner
- Assigned reading material (i.e. novels)

Textbooks and Online Resources

- MyBigCampus.com (portal for accessing assignments and grades)

Types of Assignments

- Reading Logs and Dialectical Journals
- Book Reports and Projects
- Vocabulary and Reading Quizzes
- Reading Assessments

Formatting

All assignments must include your name, date, and period number to receive full credit. All typed documents must use MLA formatting. **When submitting your work online as a file or in an email, please list the file name and email subject as: Your Full Name, Name of the Assignment**

Late Work

Homework must be submitted at the designated time, submitted online to me prior to the beginning of class, or it will be considered late. There will be a 10% per day deduction for late work. If you know you're going to be away on a day an assignment is due, you may email assignments to me in advance. I do not accept any assignments that are more than three (3) days late.

Essays and Projects will be assigned at least two weeks in advance; therefore, essays and projects will receive a 20% deduction per day late.

Make-up Work

If you are absent the day an assignment is due, you must turn it in at the beginning of class the day you return to school. It is your responsibility as a student to access the class website for class work and homework missed while absent. Please contact me directly to make up tests and quizzes. Make-up work will be accepted for 3 days from the date you return to school.

Grading

Students have complete control over their grades. Success will be based on personal progress in development of reading skills, attitude and preparation. Grades will be weighted as follows:

20% Homework/Quizzes/Written Responses

30% Daily Activities and Classwork

40% Assessments and Projects

10% Participation and Reflections

We try very hard to meet high standards for all of our students as we want all students to know how to set real world expectations and responsibilities. However we also acknowledge that students on IEP's and/or 504 plans may need assistance in reaching these goals. All individual student plans will be followed.

Contact Information and Conferencing Schedule

Please come in to see me if you have any questions with an assignment PRIOR to its due date. You can also email me to set up an appointment for a conference.

Email: n.lugani@questlv.com

Availability: Monday – Thursday 2:30 – 3:00, by appointment

Syllabus Agreement Form

Please print and complete the student and parent portion. Turn in printed copy.

Student Portion:

I have read the Quest Preparatory Student Handbook and Reading Grade 6 Syllabus. By signing below I agree to abide by all school and classroom policies and will conduct myself in a manner which demonstrates my professionalism as a student.

Student's name (print): _____ Date: _____

Email: _____

Parent Portion

I have read the Quest Preparatory Student Handbook and Reading Grade 6 Syllabus. By signing below I acknowledge all expectations and policies of the school and class which may affect my son or daughter.

Parent's name (print): _____

Signature: _____ Date: _____

Email: _____

Parent Comments: Please feel free to share any information regarding your son or daughter you would like me to know.