



**Course Syllabus  
2012-13  
6<sup>th</sup> Grade Reading  
Mrs. Gehle**

**<http://mrsgehle.edublogs.org>**

*Please visit!*

**A. Curriculum**

1. This year, we will examine “The Impact of the Individual on Society.” We will complete a variety of units designed to meet the sixth grade literacy goals (see #2) but also enrich and extend the sixth grade curriculum in the areas of Social Studies, Science, and Math.
  
2. Students will practice the key literacy skills outlined in the Virginia Standards of Learning and listed in the chart below. I have also added several examples of the type of class activity that will meet the SOL goal. Other learning activities will also take place throughout the school year and are subject to change based on student needs and interests. (Note: Although activities are listed as an example for just one SOL, most activities are designed to meet several goals.)
  
3. Please visit our class blog (<http://mrsgehle.edublogs.org>) for more information and additional resources.

<b>Virginia SOL</b>	<b>Activities may include, but are not limited to:</b>
6.1 The student will participate in and contribute to small-group activities.	<ul style="list-style-type: none"> <li>▪ Socratic Seminars (Touchstones Discussion Series)</li> <li>▪ Reading and Writing Response Groups</li> <li>▪ Research Projects</li> </ul>
6.2 The student will present, listen critically, and express opinions in oral presentations.	<ul style="list-style-type: none"> <li>▪ Book Talks</li> <li>▪ National History Day</li> <li>▪ “Philosophical Chairs” and other class debates</li> </ul>
6.3 The student will understand the elements of media literacy.	<ul style="list-style-type: none"> <li>▪ Participation in online blogs and discussion forums</li> <li>▪ Research projects using online media and databases</li> <li>▪ Creation of websites and other media</li> </ul>
6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.	<ul style="list-style-type: none"> <li>▪ “Stems” Vocabulary Program: a systematic study of the etymology of the English language, including roots, prefixes, and suffixes</li> </ul>
6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry and	<ul style="list-style-type: none"> <li>▪ Free choice reading program (Each student’s goal is to read at least forty books this school year.)</li> <li>▪ <i>Benchmark Literacy</i> Program</li> <li>▪ Shakespeare Unit</li> <li>▪ Various short stories, essays, and articles</li> <li>▪ Junior Scholastic current events magazine</li> </ul>
6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	

6.7 The student will write narration, description, exposition, and persuasion.	<ul style="list-style-type: none"> <li>▪ Student writing notebook response letters</li> <li>▪ Student blogs and other media creation.</li> <li>▪ <i>Being A Writer</i> Program</li> <li>▪ National History Day</li> </ul>
6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	<ul style="list-style-type: none"> <li>▪ Grammar lessons embedded within reading and writing mini-lessons, based on student need.</li> <li>▪ Student writing response and editing groups.</li> <li>▪ <i>The Magic Lens</i> grammar program.</li> </ul>
6.9 The student will find, evaluate, and select appropriate resources for a research product.	<p>Research Project topics may include:</p> <ul style="list-style-type: none"> <li>▪ Biographies of Nobel Prize Winners</li> <li>▪ National History Day</li> <li>▪ Social Justice Issues and Solutions</li> </ul>

## B. Class Materials

Students are expected to come to class each day prepared with the following required materials:

1. **Agenda Book**
2. **Walker Parent Communication Folder**
  - Parents: Please sign the reading log in the back of this folder each night.
3. **Sharpened Pencil and Eraser**
4. **Stems Folder**
  - This is a blue pocket folder that will be provided in class.
  - Students will bring this folder home and back to school each day.
  - Daily vocabulary (“stems”) practice will be stored here.
  - Additional homework or ongoing projects will also be stored in this folder.
5. **Writing Notebook**
  - **\*\*Please purchase a single-subject, college-ruled notebook to be used only for this class.**
  - This notebook will usually be left in the classroom, although longer writing assignments may require students to carry it home.
6. **Reading Journal**
  - This is a black and white composition book that will be provided in class.
  - Students will keep this journal in their backpacks and use it to record books they have read and plan to read. This notebook will also be used as a place to plan monthly reading response projects.

## C. Grading

Charlottesville City Schools uses a parent portal (<http://sis.ccs.k12.va.us/public>) through which you can access your student’s grades. Students will receive at least one grade per week that will be entered into the Parent Portal grade book.

1. Grades will be computed on the following scale:
 

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below
2. Grades are weighted based on the following percentages:
  - 50% - Tests and Projects
  - 25% - Quizzes and other Short-Term Assessments
  - 15% - Class Work
  - 10% - Homework

#### **D. Late Work Policy**

All students are responsible for their own work, including make-up work due to illness or absence. It is each student's responsibility to meet with Mrs. Gehle to discuss make up work and make sure work is completed and turned in. If you miss a test or quiz as a result of an absence, it is expected that you will make it up within 3 days of the absence.

Homework should be turned in on the day it is due. Homework that was due on days missed should be turned in the day you return to school. Of course, if an emergency occurs, I will be happy to discuss special accommodations that might be appropriate.

#### **E. Behavior Expectations**

The following four rules are our school-wide behavior expectations at Walker.

1. Keep hands, feet, and objects to yourself.
2. Follow directions the first time they are given.
3. Don't use profanity or vulgarity.
4. Be respectful at all times.

I expect each student to follow these rules. Failure to do so will result in consequences including but not limited to signatures, timeout, referrals, and phone calls home.

In our class, we will create a productive and supportive community that does not tolerate bullying in any form. We will be a stronger community because of the different talents and interests that we each bring to the group.

Please do not hesitate to be in touch with any questions or concerns. Thank you very much for your support and for entrusting me with your child this year. I'm looking forward to a great year!

Please sign the last page in this packet and return it to school with your child tomorrow.

Beth Gehle  
elizabeth.gehle@ccs.k12.va.us  
(434) 245-2412

Please sign and return this page to school tomorrow.

**Student Name:** \_\_\_\_\_

**A. Parents:**

1. I have received a copy of Mrs. Gehle's Reading class syllabus.

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signature

2. (optional) Is there any additional information you would like for me to know as we begin the school year? Please let me know in this space or email me: [elizabeth.gehle@ccs.k12.va.us](mailto:elizabeth.gehle@ccs.k12.va.us).

**B. Students:**

1. I have received a copy of Mrs. Gehle's Reading class syllabus and agree to take responsibility for my academic achievement and behavior this year.

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signature

2. (optional) Is there anything else you would like to tell me about yourself or ask me about our class? You can use this space to write me a note or just talk to me before or after class.