

## **6<sup>th</sup> Grade Readers and Writers Workshop**

Our school community lives, teaches, and learns on Dakota ancestral land. This land was and continues to be of great importance to the Dakota tribes and other familial descendants of the Dakotas. We recognize that our indigenous neighbors have protected and continue to protect the land on which we live, teach, and learn.

### Description

In 6<sup>th</sup> Grade Readers and Writers Workshop, students will:

- Organize and prioritize their academics
- Write and read a variety of genres
- Explore themes of identity and social justice
- Participate in literature discussions
- Select and read books independently
- Write responses to literature
- Study new vocabulary and grammar
- Increase reading and writing stamina
- Conference, revise, and edit with peers and teachers
- Publish their works

### Class Expectations

1. Be punctual (be in your seat when the bell rings).
2. Be prepared (be ready with charged iPad, Readers notebook or Writers notebook, pencil, choice book and classwork).
3. Be productive (focus on class work and complete/submit assignments on time).
4. Be peaceful (speak for yourself, allow others to speak, and be a good listener).

### Grading

In our class, we have two types of work: formative work (practice assignments) and summative work (assessments).

**Formative/practice assignments:** Students will practice the State of Minnesota 6<sup>th</sup> Grade Reading and Writing Standards through homework and in-class assignments. Formative work that is completed with quality and by the given due date will count toward 20% of the final grade.

**Summative/assessments:** Students will demonstrate their mastery of the State of Minnesota 6<sup>th</sup> Grade Reading and Writing Standards by completing a variety of assessments (e.g. projects, quizzes, tests, responses, presentations, and discussions) that will make up 80% of their grade. We will use rubrics similar to the one on this syllabus to score student mastery.

We will provide additional teaching for all students who struggle with an assessed skill. Following the re-teaching, students will have another opportunity to demonstrate understanding of that skill. Re-assessment opportunities are available to students who:

- 1) have participated in the re-teaching  
~AND~
- 2) have completed corresponding practice assignments.

**PROFICIENT**  
re-teach and  
re-test are not  
necessary

**NOT YET  
PROFICIENT**  
re-teach and  
re-test are  
necessary

Reading and Writing Skills Rubric	
4	The student demonstrates <u>proficiency/mastery</u> with this skill. There are <u>no significant errors</u> . The student's work shows an ability to <u>complete any similar task</u> .
3	The student demonstrates the skill at a <u>basic level</u> with <u>no significant errors</u> .
2	The student makes <u>some significant errors</u> while working towards this skill, but <u>demonstrates a developing understanding</u> of the skill.
1	The student demonstrates understanding of the skill <u>with help</u> , but <u>struggles while working independently</u> .
0	<u>No judgment can be made</u> about the student's ability to demonstrate the skill. There is no evidence.

Please sign and submit by Friday, September 15.

Student name (printed) \_\_\_\_\_ Hour \_\_\_\_\_

Our signatures below verify that:

- 1) We have read the syllabus, and
- 2) We understand the grading policy and course expectations.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Signature of parent/caregiver

\_\_\_\_\_  
Caregiver's email

\_\_\_\_\_  
Caregiver's phone

Please share with us information about your child that will help them be successful in our class this year.

---

---

---

---

---