



English Language Arts and Reading, Grade 6 (ELAR) 6A Syllabus

Course Name

ELAR 6A

English Language Arts and Reading, Grade 6 – Semester A

Course Information

ELAR 6A is the first semester of this two-semester course.

You are about to begin an interesting journey. On this journey, you will learn more about communicating in the English language. You will learn to better understand others as well as communicate in ways that help others understand you better. In these lessons, you will read stories and respond to these stories in your online journal. Each journal entry is geared to help you become a better reader. You will learn new vocabulary and how to use it when reading and writing. You will become a more skillful reader by improving your reading skills in such areas as analyzing, making inferences, drawing conclusions, interpreting, and summarizing the things you read.

You will also become more proficient in spelling, grammar, and mechanics. Communication is a two-way street. Not only must you understand what is written or spoken, you must learn how to use the English language so that others can understand you, whether it is through writing or speaking. I will guide you through the course so that you will have the opportunity to learn how to write successfully for a variety of purposes. You will also study principles of grammar as they relate to writing, spelling patterns, and reading. These are some of the skills you will need to know before you continue your education into the seventh grade.

This course will cover the first two units in your textbook: “Stories of Change” and “The Power to Change”. You will also be required to read *Walk Two Moons* by Sharon Creech. In order to finish both units, you will complete several lessons per unit. Each lesson will have journal prompts related to that lesson’s reading as well as a reading check to assess reading skills. Some lessons will have grammar or writing practice within them as well. I look forward to working with you as you improve the communication skills that we all need to understand each other better.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at TTU K-12.

Course Objectives

After completing this course, you should be able to:

1. understand how change can be significant;
2. evaluate details to determine the key idea of texts;
3. use narrative techniques such as sequencing, dialogue, and descriptive language;
4. write meaningful narratives using genre characteristics;
5. understand pronouns and the conventions of punctuating dialogue;
6. analyze literary elements apply a variety of reading strategies to fiction and nonfiction texts;
7. collaborate and communicate effectively;
8. write informative essays; and
9. practice using verb tenses and creating sentence variety.

ELAR 6 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the Texas Education Agency website.

Textbook and Materials

Textbook(s)

The required **digital** textbook for this course is:

- *SpringBoard English Language Arts Grade 6, Texas Edition* (2021). The College Board. ISBN 978-1-4573-1292-2

This digital textbook can only be purchased through the TTU K-12 partner bookstore, MBS (see the [TTU K-12 website](#) for a link to MBS). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days.

The following required book may be in any format:

- *Walk Two Moons* by Sharon Creech (any edition)

Materials

You will need access to the movie *Up* by Disney/Pixar and **one** of the following books by Chris Van Allsburg:

- *The Polar Express*
- *The Mysteries of Harris Burdick*
- *The Wreck of the Zephyr*
- *Jumanji*
- *The Stranger*
- *The Garden of Abdul Gasazi*

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from Adobe.com)
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)

Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** on the course Syllabus page)

Course Organization

This course consists of 3 units (the first unit of the textbook by itself and then the second unit of the textbook split in two) each with varying numbers of lessons. The course also contains a final examination. Each lesson contains the following:

- Introduction and Instructions
- TEKS covered by the lesson
- Journal Entry from your reading
- Formative Assessment Reading Quiz

Several lessons will also include grammar and mechanics practice. Units will also include a summative writing assessment. Each unit will also include a summative reading quiz at the end. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure

you read all instructions carefully and ask your instructor for help if something is not clear.

Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Unit	Lesson	Topic	Approximate Time for Completion
Unit 1	Lesson 1.1	“Flipped” by Wendelin Van Draanen (Fiction)	Four weeks
	Lesson 1.2	“The Jacket” by Gary Soto (Memoir)	
	Lesson 1.3	“Thank You, M’am” (Short Story)	
	Lesson 1.4	“Orpheus and Eurydice” (Myth)	
	Lesson 1.5	“Eleven” (Short Story)	
	Lesson 1.6	“The Treasure of Lemon Brown” (Short Story)	
	Lesson 1.7	Genre Study (Mystery)	
Unit 2A	Lesson 2.1	Previewing Unit 2A	Six weeks
	Lesson 2.2	Forces of Change	
	Lesson 2.3	Beginning the Journey	
	Lesson 2.4	Planting the Seeds of Character Analysis	
	Lesson 2.5	Mapping the Journey	
	Lesson 2.6	A Tree of One’s Own	
	Lesson 2.7	Questions and Discussions	
	Lesson 2.8	Diction Detectives and “Evidence”	
	Lesson 2.9	Reporting from Paradise Falls	
	Lesson 2.10	Making Connections and Visualizing Art	
Unit 2B	Lesson 2.11	Explaining and Interpreting Change	Six weeks
	Lesson 2.12	Writing and Changing Together	
	Lesson 2.13	Reflecting on Marley: Textual Evidence	
	Lesson 2.14	Making Connections Through Research	
	Lesson 2.15	Synthesizing Temple’s Story	
	Final Exam		

Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Unit	Lesson	Weeks	Assignments
Unit 1	Lesson 1.1	1-4	Checkpoint 1 (Non-graded) Lesson 1.1 Journal Entry: "Flipped" Response Lesson 1.1 Discussion: Incidents and Viewpoints Lesson 1.1 Reading Check
	Lesson 1.2		Lesson 1.2 Journal Entry: "The Jacket" Response Lesson 1.2 Reading Check Writing Checkpoint: Creating a Narrative
	Lesson 1.3		Lesson 1.3 Journal Entry: "Thank You, M'am" Response Lesson 1.3 Reading Check
	Lesson 1.4		Lesson 1.4 Journal Entry: "Orpheus and Eurydice" Response Lesson 1.4 Reading Check Writing Checkpoint: Prewriting and Drafting
	Lesson 1.5		Lesson 1.5 Journal Entry: "Eleven" Response Lesson 1.5 Reading Check
	Lesson 1.6		Lesson 1.6 Journal Entry: "The Treasure of Lemon Brown" Response Lesson 1.6 Journal Entry: "The Treasure of Lemon Brown" Questions Lesson 1.6 Discussion: Theme Statements Lesson 1.6 Reading Check Writing Checkpoint: Revising
	Lesson 1.7		Lesson 1.7 Journal Entry: Short Story Brainstorming Lesson 1.7 Journal Entry: Short Story Draft Lesson 1.7 Reading Check
	End-of-Unit Check		*Unit 1 Exam *Unit 1 Writing Assignment
Unit 2A	Lesson 2.1	5-10	Lesson 2.1 Journal Entry: Previewing the Unit Response
	Lesson 2.2		Lesson 2.2 Journal Entry: Writing Informative Text Lesson 2.2 Journal Entry: Verb Practice Lesson 2.2 Reading Check

Unit	Lesson	Weeks	Assignments
	Lesson 2.3		Lesson 2.3 Journal Entry: Novel Study Lesson 2.3 Journal Entry: Understanding Verb Tense Lesson 2.3 Double-Entry Journal (Chapters 1-3) Lesson 2.3 Reading Check
	Lesson 2.4		Lesson 2.4 Journal Entry: Novel Study Lesson 2.4 Journal Entry: Grammar Checkpoint Lesson 2.4 Double-Entry Journal (Chapter 4) Lesson 2.4 Reading Check
	Lesson 2.5		Lesson 2.5 Journal Entry: Novel Study Lesson 2.5 Discussion: Plot and Subplot Lesson 2.5 Double-Entry Journal (Chapters 5-10) Lesson 2.5 Reading Check
	Lesson 2.6		Lesson 2.6 Journal Entry: Novel Study Lesson 2.6 Journal Entry: Sentence Variety Lesson 2.6 Double-Entry Journal (Chapters 11-15) Lesson 2.6 Reading Check
	Lesson 2.7		Lesson 2.7 Journal Entry: Literary Analysis Lesson 2.7 Discussion: Guidelines for Effective Communication Lesson 2.7 Reading Check
	Lesson 2.8		Lesson 2.8 Journal Entry: Novel Study Lesson 2.8 Journal Entry: Figurative Language Lesson 2.8 Double-Entry Journal (Chapters 16-22) Lesson 2.8 Reading Check
	End-of-Unit Check		*Unit 2A Exam *Unit 2A Writing Assignment Checkpoint 2 (Non-graded)
Unit 2B	Lesson 2.9	11-16	Lesson 2.9 Journal Entry: Film Study Lesson 2.9 Double-Entry Journal (Chapters 23-29) Lesson 2.9 Reading Check
	Lesson 2.10		Lesson 2.10 Journal Entry: Internal and External Conflicts Lesson 2.10 Journal Entry: Novel Study Lesson 2.10 Double-Entry Journal (Chapters 30-33) Lesson 2.10 Reading Check

Unit	Lesson	Weeks	Assignments
	Lesson 2.11		Lesson 2.11 Journal Entry: Thinking About Change Lesson 2.11 Reading Check
	Lesson 2.12		Lesson 2.12 Journal Entry: Composing Body Paragraphs Lesson 2.12 Journal Entry: Replacing Strategy Lesson 2.12 Reading Check
	Lesson 2.13		Lesson 2.13 Journal Entry: "Saying Farewell" Response Lesson 2.13 Reading Check
	Lesson 2.14		Lesson 2.14 Journal Entry: "Dogs Make Us Human" Response Lesson 2.14 Journal Entry: Conducting Research Lesson 2.14 Reading Check
	Lesson 2.15		Lesson 2.15 Journal Entry: "My Story" Response Lesson 2.15 Journal Entry: "Hampshire School for Wayward Wizards" Response Lesson 2.15 Reading Check
	End-of-Unit Check		*Unit 2B Exam *Unit 2B Writing Assignment Checkpoint 3 (Non-graded)
	Final	16	*Final Exam

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as

well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- **Summative Assessments (20% of Course Grade)**
 - Unit 1 Exam (40 points)
 - Unit 1 Writing Assignment (40 points)
 - Unit 2A Exam (40 points)
 - Unit 2A Writing Assignment (40 points)
 - Unit 2B Exam (40 points)
 - Unit 2B Writing Assignment (40 points)
- **Summative Final Exam (30% of Course Grade)**

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for Online Discussion Netiquette. Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit TTU K-12 Support.

Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.