

The slide features a solid blue background. In the top-left corner, there are overlapping triangles in light blue and grey. In the bottom-right corner, there is a larger, more complex arrangement of overlapping triangles in yellow, magenta, grey, and light blue. The text is centered and reads:

# Welcome to 6th Grade Language Arts!

# About Mrs. Loontjier

- Fifteen years of teaching experience
  - Ten years at Canyon Vista
    - Four years in 8th grade LA
    - Six years in 6th LA
  - Five years teaching private reading and writing classes for 1st-9th grade students
- Graduate of the University of Texas at Austin
- Originally from San Antonio, Texas



# Grading

Daily Grades - 25% - on average, ten per six weeks

- In class assignments based on daily lessons
- Occasional homework assignments

Quiz Grades - 40% - on average, four per six weeks

- Cumulative writing pieces (single draft)
- In class quizzes

Test Grades - 35% - on average, two per six weeks

- Published, multidraft writing pieces
- Unit tests

# Reading Expectations and Accountability

\*Students need to read their current book for 30 minutes daily.

\*Students should bring their current book to class EVERY DAY. (The book travels to and from school.)

\*Students are expected to record books finished (as well as next books) on the book log in their writers' notebooks.

\*Students are held accountable using “Status.”

# Status

\*Status is a system to track the students' reading.

\*I take status nearly every day during the first five to ten minutes of class. (Current book title, page, total number of pages)

\*As I take status, I conference with students individually about their reading.

\*Grades are given on status based on individual reading goals set by the student and teacher.

# What about writing?

\*Students are expected to write regularly in the writer's notebook. These entries are usually started in class and might be finished outside of class. Their notebooks should come back and forth between home and school, just like their current reading book.

\*In the writer's notebook, students will explore different writing techniques and genres in order to strengthen their writing skills. By doing so, they will grow as independent thinkers and writers. Many of their published writing pieces will originate from these notebook entries.

\*“A writer's notebook give you a place to live like a writer, not just in school during writing time, but wherever you are, at any time of day.”

-Ralph Fletcher

# Writing Workshop

\*Each six weeks, we will publish at least one piece of writing.

- Some will be based in the curriculum
- Some will be choice pieces coming out of the writer's notebook.

\*We will take these writing pieces through the writing process (collecting in the writer's notebook, planning, drafting, revising, editing, publishing).

\*Individualized instruction takes place through writing conferences.

# A QUICK OVERVIEW OF OUR YEAR

## Reading Genres:

- Literary Nonfiction
- Literary Fiction
- Poetry
- Persuasion
- Expository
- Multigenre

## Writing Genres:

- Literary Nonfiction
- Reading Response
- Poetry
- Persuasive/Expository Essay
- Multigenre Project



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Visit Mrs. Loontjer's Website

<http://loontjer.weebly.com/>

Questions?

