Dear Parents,

Welcome to the new school year. I will be teaching your child during the **6th grade** English Language Arts portion of their day. Together we will work on the following reading/writing units: narrative, argumentative, response to text (with the use of the Ready Test preparation workbook and i-ready.com) & informational. Please take a few moments to look at my website with your child for helpful information and assignments (***mssitzman.yolasite.com. )***.Please read and go over the following rules and policies with your child (as I did today in class). Feel free to contact me throughout the year with any questions or concerns. With your support, your child will be able to be a positive and successful contributor to our learning community.

Sincerely,

Ms. A. Sitzman

***P.S. Please take a moment to sign up for “Pupil Path” once information has been sent home with your child.***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Behavior Expectations**(Verbal warnings, phone calls home, parent meetings and involvement of school administrators will be used,

if necessary).

1. Respect all people, places and things

2. Make good decisions

3. Follow directions

* **Grading Policy*(Please refer to “Commonly Used Rubrics” page in your child’s notebook)***

|  |  |  |
| --- | --- | --- |
| **GRADED WORK** | **60%** | * + (tes Tests, quizzes, projects, etc. Please note that culminating writing pieces are double weighted |
| **CLASSWORK** | **25%** | Consists of class work rubric (15%) and class tasks (10%) |
| **HOMEWORK** | **15%** | Consists of spot checked assignments, and graded assignments |

* **Homework &Project Policies**

Any homework that is assigned is done so as to review and strengthen ideas, skills and topics learned in class. Homework will be spot checked and or

collected/graded. Spot checked homework may not be made up. Graded homework may be handed in late (-5 points per day late) and will be double

weighted. **Please note, that getting a parent’s signature, when necessary, counts as a homework assignment**. All assignments must be completed

NEATLY and handed inthe next day (unless noted). If I am unable to read your child’s work and or feel that it is not completed with their best

WORK ETHIC, it will be returned and must be redone. Your child will be given 1 “freebie” homework pass per marking period. This may not be used in

place of parent signatures. Detention may be necessary if missing homework is consistent. Projects will be assigned during our various units of study.

Lateprojects lose **5 points** per day late.

* **Absence Policy**

If your child misses class for any reason, ***IT IS THEIR RESPONSIBILITY*** to find out what was taught in class that day and to **get,**

**complete and hand in** all missed work (including: copying notes, visiting the *“Absentee Box”).* Your child exchanged phone numbers

with 2 reliable students in class in case they are absent. Attempts must be made to complete all work possible prior to your child’s return to school.

* **Independent Reading Policy**

Students are expected to read 2 books per month (30 minutes per night). Students receive credit when 2 reading response sheets are successfully completed

on the first of each month. ***THIS WILL BE* DISCUSSED *IN CLASS.*** A homework grade will be given each marking period based on these sheets.

**YOUR CHILD IS EXPECTED TO:**

**PLEASE NOTE**: Failure to meet these expectations will result in a lowered class work grade.

1. **Always have their independent reading book with them in their book bag**
2. **Keep their books in a large ziplock bag**
3. **Follow our reading/library routines established in class**

**ELA DEPARTMENT GOALS**

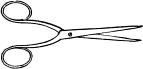
Reading: students will read closely to determine the central idea of a text and analyze what the text says explicitly. Students will cite clear and relevant evidence to support their analysis of both literary and informative texts.

Writing: Students will write routinely on a range of discipline-specific tasks, purposes, and audiences. Students will be able to develop and support claims with clear reasons and relevant evidence.

Speaking and Listening: Students will engage in high quality discussions incorporating responding to and extending upon peer response techniques. Students will craft questions as to deepen critical thinking skills and support ideas with clear and relevant evidence.

Language: Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking using domain specific vocabulary.

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***--------***  ***---- --- --- --- ---- ---- --- --- --- --- --- --- --- -- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- --- ---***

***MY CHILD AND I HAVE READ AND DISCUSSED THE EXPECTATIONS FOR MS. SITZMAN’S ENGLISH CLASS***

***\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***STUDENT’S NAME (PRINTED) STUDENT’S NAME (SIGNATURE) CLASS***

***\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***PARENT’S NAME (PRINTED) PARENT’S NAME (SIGNATURE)***

Dear Parents,

Welcome to the new school year. I will be teaching your child during the **7th grade** English Language Arts portion of their day. Together we will work on the following reading/writing units: narrative, argumentative, response to text (with the use of the Ready Test preparation workbook and i-ready.com) & informational. Please take a few moments to look at my website with your child for helpful information and assignments (***mssitzman.yolasite.com. )***.Please read and go over the following rules and policies with your child (as I did today in class). Feel free to contact me throughout the year with any questions or concerns. With your support, your child will be able to be a positive and successful contributor to our learning community.

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* **Behavior Policy**

All students are expected to show respect for themselves, others and our classroom- at all times. Verbal warnings, phone calls home,

parent/teacher/student conferences and finally involvement of school administrators will be used, if necessary.

* **Grading Policy*(Please refer to “Commonly Used Rubrics” page)***

|  |  |  |
| --- | --- | --- |
| **GRADED WORK** | **60%** | * + (tes Tests, quizzes, projects, etc. Please note that culminating writing pieces are double weighted |
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**2) Keep their books in a large ziplock bag**

**3) Follow our reading/library routines established in class**

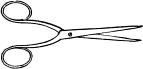
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Language: Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking using domain specific vocabulary.

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***MY CHILD AND I HAVE READ AND DISCUSSED THE EXPECTATIONS FOR MS. SITZMAN’S ENGLISH CLASS***

***\_\_***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***STUDENT’S NAME (PRINTED) STUDENT’S NAME (SIGNATURE) CLASS***

***\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***PARENT’S NAME (PRINTED) PARENT’S NAME (SIGNATURE)***

SUPPLY LIST: THE FOLLOWING ITEMS MUST BE BROUGHT IN BY *WEDNESDAY*

*9/16.* LABEL ALL YOUR SUPPLIES AT HOME! *(REPLACE AS*

*NECESSARY)*

**ALL CLASSES**

* **1marble notebook (NO spirals)**
* **2 folders (HORIZONTAL POCKETS)**
* **622-GREEN**
* **624-BLUE**
* **722- RED**
* **724- PURPLE**
* **1 mini stapler & staples**
* **A supply of blue or black & red pens**
* **2 highlighters**
* **A supply of post –its**
* **1 single GALLON SIZED ZIPLOCK BAG**
* **1 school planner**

* **1 roll of paper towels (brought into school)**

* **1 package of**

**loose-leaf paper**

**(brought into school)**

**D**

Donations of the following item would be greatly appreciated:

**COPY PAPER**

**THANK YOU FOR YOUR SUPPORT!**

**I NEED YOUR**

**HELP!**

**COMMONLY USED RUBRICS -6**

**HOMEWORK/PROJECT RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| * **+** |  | * - | * - - |
| * All work is completed clearly and precisely * Facts/answers are accurate * A sufficient amount of text evidence or explanations are present * Command of conventions is clearly and fully evident * Extremely high level of work ethic | * All work is complete * Facts/answers are mostly accurate * Text evidence or explanations are present * Command of conventions is evident with occasional errors that do not hinder comprehension or fluency. * Work ethic is present | * Work is incomplete/some inaccuracies are present * Text evidence/explanations are minimal or lacking * Errors in conventions are evident and may hinder comprehension or fluency * Work ethic is at a minimal/lacking | * Work is incomplete * Facts are inaccurate * Text evidence is at a minimal or missing * Errors in conventions frequently kinder comprehension or fluency * Work ethic is not present |
| **95** | **85** | **75** | **65** |
| ***\*\*\*HALF SCORES MAY BE GIVEN AS NEEDED\*\*\**** | | | |

**SHORT CONSTRUCTED RESPONSE (S.C.R.) RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4 (98)** | **3 (85)** | **2 (70)** | **1 (55)** | **0** |
| **CLAIM** | Claim **clearly and precisely** answers or addresses the question or prompt. | Claim answers or addresses the question or prompt. | Claim is ***partially developed*** or answers or addresses part of the question/ prompt. | Claim is ***unclear or irrelevant*** to the question or prompt. | No Evidence  or  No Response |
| **EVIDENCE** | Provides ***sufficient number of facts***, definitions, concrete details and/or other details that are only ***appropriate and relevant*** that clearly and precisely ***support claim*** as required by question or prompt | ***Adequate*** number of facts are appropriate and support the claim | ***Not all facts provided are appropriate or relevant*** to support claim as required by question or prompt.  **AND/OR** additional facts are necessary to support claim. | ***Most*** facts provided ***do not support claim*** in ***relevance*** or in ***number***. |
| **REASONING** | Provides ***accurate and complete*** reasoning ***that links evidence to claim*** using academic and subject specific vocabulary. | Provides *accurate* reasoning that links evidence to claim. | Reasoning provided ***partially*** links evidence to claim. | Reasoning provided ***does not link evidence to claim.*** |
| **CONVENTIONS** | Command of conventions is ***clearly******and fully*** evident. | Command of convention is evident, with ***occasional errors*** that do not hinder comprehension. | Errors in convention are ***evident and may hinder comprehension.*** | Errors in convention are ***evident and frequently hinder comprehension.*** |

**SHORT CONSTRUCTED RESPONSE (S.C.R.) RUBRIC**

**CLASSWORK RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **4** | **3** | **2** | **1** | **Indicators** |
| Participation in whole class discussions | Student consistently achieves all indicators at a high level | Student consistently achieves all indicators | Student needs improvement in achieving one indicator | Student needs improvement in achieving two or more indicators | * Follows proper protocol for whole class discussions * Acknowledges and responds to/builds upon others’ input * Raises questions/Questions others * Makes appropriate connections to the lesson/previous lessons * Provides examples/evidence to support thinking |
| Participation in small group/pair discussions and/or tasks | Student consistently achieves all indicators at a high level | Student consistently achieves all indicators | Student needs improvement in achieving one indicator | Student needs improvement in achieving two or more indicators | * Follows proper protocol for small group work * Acknowledges and responds to/builds upon others’ input * Raises questions/Questions others * Makes appropriate connections to the lesson/previous lessons * Provides examples/evidence to support thinking |
| Completion of independent tasks (ungraded) | Student consistently achieves all indicators at a high level | Student consistently achieves all indicators | Student needs improvement in achieving one indicator | Student needs improvement in achieving two or more indicators | * Understands and can explain the purpose of the task * Completion of ungraded independent tasks (exit slips, graphic organizers,   SCRs, peer/self-assessments, reflections, etc.) |
| Preparedness and Notebook | Student consistently achieves all indicators at a high level | Student consistently achieves all indicators | Student needs improvement in achieving one indicator | Student needs improvement in achieving two or more indicators | * Student arrives on time and is ready to work at the late bell * Student comes to class with appropriate and required materials * Notebook meets teacher’s ***set*** expectations |
| Commitment to Learning (behavior, attentiveness, attitude) | Student consistently achieves all indicators at a high level | Student consistently achieves all indicators | Student needs improvement in achieving one indicator | Student needs improvement in achieving two or more indicators | * Appropriate behavior * Productive attitude * Shows respect for classmates and self * Shows pride in work and achieving goals/next steps |

**ELA DEPARTMENT GOALS**

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|  |  |  |  |
| --- | --- | --- | --- |
| 20 = 100 | 15 = 85 | 10 = 70 | 5 = 55 |
| 19 = 97 | 14 = 82 | 9 = 67 |
| 18 = 94 | 13 = 79 | 8 = 64 |
| 17 = 91 | 12 = 76 | 7 = 61 |
| 16 = 88 | 11 = 73 | 6 = 58 |