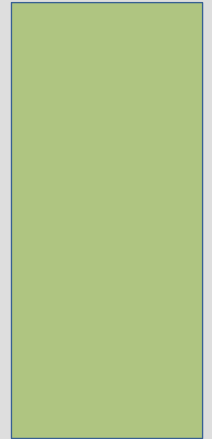




MS 319 2015-2016 SCHOOL YEAR

LITERACY INSTRUCTIONAL ORIENTATION



WELCOME

- We would like to take this opportunity to welcome you to the MS 319 Family. If you are already part of the family, welcome back.
- We also want to take time to let you know how deeply we appreciate your attendance tonight and your overall support to your child and our school
- First and foremost, we are here to support you and your child, and we will ensure that they progress both academically and socially.

MATERIALS

- The following is a list of materials your child will need for the 2015-2016 School Year:
- 3 Marble Notebooks (Literacy Notebook, Homework Notebook, Stamina Notebook)
- Pens and Pencils
- Red Pens
- 1-5 Folders (to keep handouts, papers, essays etc.)
- Post -It's
- Blue Highlighter
- Yellow Highlighter
- Glue Sticks

CURRICULUM

- The Curriculum in Literacy is aligned to the NYS Common Core Learning Standards and is approved by the City of New York
- Your child will be working with Code - X by Scholastic
- 3 Units will be covered

Each unit consists of :

- 1. Two texts (either informational or literary)
- 2. Bi-weekly portfolio tasks
- 3. Daily homework and exit tickets,
- 4. Wednesday Quizzes
- 5. Periodic Assessments
- 6. A performance writing task at the end of each unit

FIRST UNITS BY GRADE

- **Grade 6:** World Wonders
- **Grade 7:** Sports Report
- **Grade 8:** College 101

GRADE SIX STUDENT GOALS

LITERACY STUDENT GOALS GRADE 6 - UNIT 1: WORLD WONDERS

STUDENT NAME:						
AREA OF FOCUS:						
READING OBJECTIVES						
	STANDARD	STUDENT FRIENDLY DESCRIPTION	TEACHER FRIENDLY READING OBJECTIVES DESCRIPTION	TASK(S)	EVIDENCE	TEACHER SIGNATURE
RI.6.1	Use textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Goal 1: Supporting Details	Use and explain how specific supporting details from the text can be used to prove a claim or strengthen perspective, position or tone (RI.6.1)			
		Goal 2: Relevant Evidence	Use relevant details to support a perspective or statement made either by the author or you as the writer (RI.6.1)			
RI.6.2	Determine a central idea or theme of a text and analyze its development over the course of the text; provide objective summary.	Goal 3: Central Idea or Message	Determine a central idea and/or message and how it is conveyed through particular details (RI.6.2)			
RI.6.5	Analyze how a particular sentence, phrase or section fits into the overall structure of a text (RI.6.5)	Goal 4: Analyzing a Lifted Line	Analyze how a particular sentence, phrase or section fits into the overall structure of a text (RI.6.5)			
RI.6.6	Determine an author's point of view or purpose in a text and analyze how that point of view or purpose is supported by specific words or phrases that create an atmosphere or mood.	Goal 5: Author's Perspective	Identify an author's perspective on a particular topic, idea or issue and express their claim in writing (RI.6.6)			
		Goal 6: Supporting Perspective	Classify an author's perspective through a concise description and provide textual evidence to support the classification (RI.6.6)			
RI.6.4	Use context clues to determine or infer the meaning of words and phrases when reading a text.	Goal 7: Define and use previously unknown words	Student is able to use context clues, research and other strategies to define and demonstrate use of difficult vocabulary			
WRITING OBJECTIVES						
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	Goal 8: Introduction	Students will be able to write a topic sentence which grabs the reader's attention (a hook) by: A. Using a quote from the text or B. Asking the reader a question (W.6.1)			
		Goal 9: Body Paragraphs	Students will be able to write, critique and deconstruct body paragraphs which contain a relevant topic sentence by making sure the details in the paragraph match the topic sentence (W.6.1B)			
		Goal 10: Body Paragraphs: Evidence	Students will be able to write a body paragraph which provides and explains at least two pieces of relevant evidence by lifting lines from the text and explaining them (W.6.1B)			
		Goal 11: Effective Conclusion	Students will be able to write a conclusion which A. analyzes how their essay supports their chosen claim and weakens the counterclaim and B. expresses an answer to the question asked by offering a solution (W.6.1E)			
		Goal 12: Argumentative Essay	Students will be able to compose argumentative essay (W.6.1E)			
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, writing, revising, editing, reviewing, or trying a new approach.	Goal 13: Addressing Feedback	Addressing a actionable feedback given based on errors, misconceptions or trends noticed in a particular piece of writing or performance task (W.6.5)			
		Goal 14: Editing and Revision	Students will be able to show some evidence of revision and editing in their writing by using peer editing and tracking changes (W.6.5)			

GRADE SEVEN STUDENT GOALS

LITERACY STUDENT GOALS GRADE 7 - UNIT 1: SPORTS REPORT

STUDENT NAME:						
AREA OF FOCUS:						
READING OBJECTIVES						
STANDARD	STUDENT FRIENDLY DESCRIPTION	TEACHER FRIENDLY READING OBJECTIVES DESCRIPTION	TASK(S)	EVIDENCE	TEACHER SIGNATURE	
RI.7.1 <small>Conduct formal or informal analysis of what the text says explicitly as well as inferential details from the text.</small>	Goal 1: Supporting Details	Use and explain how specific supporting details from the text can be used to prove a claim or strengthen perspective, position or tone (RI.7.1)				
	Goal 2: Relevant Evidence	Use relevant details to support a perspective or statement made either by the author or you as the writer (RI.7.1)				
RI.7.2 <small>Monitor and track one's progress as appropriate to task or topic, adjusting strategies when needed. Assess one's understanding of a topic or issue, keeping one or more issues, or questions, or objectives in mind.</small>	Goal 3: Central Idea or Message	Determine a central idea and/or message and how it is conveyed through particular details (RI.7.2)				
RI.7.3 <small>Analyze how main ideas and supporting details are developed in the text.</small>	Goal 4: Cause and Effect	Distinguish between cause and effect within a text, how it relates to the central idea or overall message and determine which evidence supports either (RI.7.3)				
RI.7.5 <small>Analyze how a particular sentence, phrase or section fits into the overall structure of a text (RI.7.5)</small>	Goal 5: Analyzing a Part of the Text	Analyze how a particular sentence, phrase or section fits into the overall structure of a text (RI.7.5)				
RI.7.6 <small>Determine an author's point of view or purpose in a text; analyze how the author differs from that of others.</small>	Goal 6: Author's Perspective	Identify an author's perspective on a particular topic, idea or issue and express their claim in writing (7.6)				
	Goal 7: Supporting Tone	Classify an author's perspective through a concise description and provide textual evidence to support the classification (RI.7.6)				
RI.7.4 <small>Use general academic and domain-specific words and phrases, demonstrating understanding of nuances (e.g., connotation, denotation). Use context to determine the meaning of words and phrases.</small>	Goal 8: Supporting Perspective	Classify an author's perspective through a concise description and provide textual evidence to support the classification (RI.7.6)				
	Goal 7: 1 Define and use previously unknown words	Student is able to use context clues, research and other strategies to define and demonstrate use of difficult vocabulary				
WRITING OBJECTIVES						
W.7.1 <small>Write arguments to support claims with clear reasons and relevant evidence.</small>	Goal 10: Introduction	Students will be able to write a topic sentence which grabs the reader's attention (a hook) by: A. Using a quote from the text, or B. Asking the reader a question (W.7.1)				
	Goal 11: Body Paragraphs	Students will be able to write, critique and deconstruct body paragraphs which contain a relevant topic sentence. By making sure the details in the paragraph match the topic sentence (W.7.1.B)				
	Goal 12: Body Paragraphs, Evidence	Students will be able to write a body paragraph which provides and explains at least two pieces of relevant evidence by listing lines from the text and explaining them (W.7.1.B)				
	Goal 13: Effective Conclusion	Students will be able to write a conclusion which A. analyzes how their essay supports their chosen claim and weakens the counterclaim and B. expresses an answer to the question asked by offering a solution (W.7.1.E)				
	Goal 12: Argumentative Essay	Students will be able to compose argumentative essay (W.7.1.E)				
W.7.5 <small>Use appropriate editing and proofreading techniques to strengthen writing as needed before submission. Respond to feedback and revise the writing as needed.</small>	Goal 15: Addressing Feedback	Addressing actionable feedback given based on errors, misconceptions or trends noticed in a particular piece of writing or performance task (W.7.5)				
	Goal 16: Editing and Revision	Students will be able to show some evidence of revision and editing in their writing by using peer editing and tracking changes (W.7.5)				

GRADE EIGHT STUDENT GOALS

LITERACY STUDENT GOALS GRADE 8 - UNIT 1 : COLLEGE 100

STUDENT NAME:						
AREA OF FOCUS:						
READING OBJECTIVES						
STANDARD	STUDENT FRIENDLY DESCRIPTION	TEACHER FRIENDLY READING OBJECTIVES DESCRIPTION	TASK(S)	EVIDENCE	TEACHER SIGNATURE	
RI.8.1	Cite textual evidence to analyze a text or issue on a topic or text, analyzing how specific details within a text support an analysis or interpretation of a text or issue.	Goal 1: Supporting Details	Use and explain how specific supporting details from the text can be used to prove a claim or strengthen perspective, position or tone (RI.8.1)			
		Goal 2: Relevant Evidence	Use relevant details to support a perspective or statement made either by the author or you as the writer (RI.8.1)			
RI.8.2	Determine a central idea or theme of a text and analyze how it is conveyed through particular details.	Goal 3: Central Idea or Message	Determine a central idea and/or message and how it is conveyed through particular details (RI.8.2)			
RI.8.3	Analyze a text to determine how it develops its central ideas or themes, and how those ideas or themes are conveyed through the text; analyze how different parts of a text contribute to the whole.	Goal 4: Impact of Events, Lifted Lines	Determine how a lifted line or incident can influence the action of the text, change message or reveal character (RI/LB.3)			
RI.8.6	Analyze a text to determine the author's point of view or stance on a topic.	Goal 5: Supporting Tone	Classify an author's tone through a concise description and provide textual evidence to support the classification (RI.8.6)			
RI.8.6	Analyze a text to determine the author's perspective on a topic or issue.	Goal 6: Supporting Perspective	Classify an author's perspective through a concise description and provide textual evidence to support the classification (RI.8.6)			
RI.8.4	Use general academic and domain-specific vocabulary words when appropriate for task or subject.	Goal 7: 1 Define and use previously unknown words	Student is able to use context clues, research and other strategies to define and demonstrate use of difficult vocabulary			
WRITING OBJECTIVES						
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	Goal 8: Introduction	Students will be able to write a topic sentence which grabs the reader's attention (a hook) by: A. Using a quote from the text or B. Asking the reader a question (W.8.1)			
		Goal 9: Body Paragraphs	Students will be able to write, critique and deconstruct body paragraphs which contain a relevant topic sentence by making sure the details in the paragraph match the topic sentence (W.8.1B)			
		Goal 10: Body Paragraphs, Evidence	Students will be able to write a body paragraph which provides and explains at least two pieces of relevant evidence by lifting lines from the text and explaining them (W.8.1B)			
		Goal 11: Effective Conclusion	Students will be able to write a conclusion which A. analyzes how their essay supports their chosen claim and weakens the counterclaim and B. expresses an answer to the question asked by offering a solution (W.8.1C)			
		Goal 12: Argumentative Essay	Students will be able to compose argumentative essay (W.8.1E)			
W.8.5	Write informative/explanatory texts in which they introduce a topic, analyze a topic and issue, examine a question or conflict, and provide a solution or proposal to the problem.	Goal 13: Addressing Feedback	Addressing actionable feedback given based on errors, misconceptions or trends noticed in a particular piece of writing or performance task (W.8.5)			
		Goal 14: Editing and Revision	Students will be able to show some evidence of revision and editing in their writing by using peer editing and tracking changes (W.8.5)			

STUDENT GOALS

- Each unit is broken down into a series of goals
- These goals are directly connected to the NYS Common Core Learning Standards
- The goals break down the necessary skills and strategies students need to master before moving on

HOMework

- Homework will be given **DAILY**
- Each homework will be **numbered**
- On Friday's, homework will be based on that week's vocabulary
- **All students must write homework daily in their student planners**
- **Please review your child's planner and sign or initial each evening**

DAILY EXIT TICKETS

- Your child will receive an “**Exit Ticket**” at the end of each class
- This ticket will monitor whether or not he/ she was able to grasp the skill or strategy taught and practiced in class that day
- The ticket will be scored in one of two ways:
- **A= Achieved** (The child answered all parts of the question(s) correctly)
- **R= Re-take** (The child needs to work on that skill again because he or she missed some/ all parts of the question(s))

TUESDAY QUIZZES

- Quizzes will be given **each Tuesday**
- These quizzes will quickly assess the student's level of mastery in the prior week's skill/strategy or goal
- These quizzes are connected to the student's goals
- The ticket will be scored in one of two ways:
- **A= Achieved** (The child answered all parts of the question(s) correctly)
- **R= Re-take** (The child needs to work on that skill again because he or she missed some/ all parts of the question(s))
- The class must receive an 80% score as a whole in order to advance to the next topic
- **Quizzes will be re-taken on Fridays**

PORTFOLIO TASKS

- Students will complete a Portfolio Task Bi-Weekly
- These will be either short- response or extended response written assignments based on student goals and particular skills and strategies
- Teachers will provide students feedback, and this feedback will be addressed by students the following week

REQUIRED READING: STAMINA READING

- Students will read a “Stamina Book” at least three times per week **during the school day**
- This is a session where students are reading independently, and summarizing the text as they read
- Students will be given periodic quizzes
- They must achieve at least an 80% on these quizzes to advance to the next quiz
- They will retake the quiz until they achieve this percentage

REQUIRED READING: INDEPENDENT BOOKS

- Students will read an assigned “Independent Book” **at least twice during the school day**
- **In addition, they take this book home with them and are to read it daily**
- Students will be given periodic quizzes
- They must achieve at least an 80% on these quizzes to advance to the next quiz
- They will retake the quiz until they achieve this percentage

DUE DATES FOR FIRST BOOKS

All Grades:

Stamina Book (read in school):

November 16th, 2015

Independent Book (read at home and in school):

November 9th, 2015

GRADING

- All Student Grades will be logged on Engrade and accessible to both student and parent
- **50%** of your child's grade will be based on **Academic Practice** (Portfolio Tasks, Quizzes, Homework, Participation, Vacation Packets, Periodic Assessments etc.)
- **50 %** of your child's grade will be based on Reading Quizzes/ Tests (**25% Required Books** - Stamina and Independent Books--- and **25% Student Selected Books**)

PERIODIC ASSESSMENTS

- There will be 3 School-Wide Periodic Assessments this school year
- These assessments will be aligned to the NYS Common Core Learning Standards and Student Goals

SCHOOL WIDE CLINICS

- There will be 2 School Wide Clinics this year
- During these days, each student will work specifically on his or her area of focus in Literacy and Math
- On these days, students follow an adjusted schedule and attend sessions with other children who share their same area of focus

STUDENT PLANNERS

- Students will use their planners to record daily homework. Refer to it as needed.
- You must sign the planner daily
- Planners will be checked weekly at random.

BELL SCHEDULE

- **Bell Schedule**
- PERIOD 1 8:00 – 8:40
- PERIOD 2 8:42-9:22
- PERIOD 3 9:24-10:04
- PERIOD 4 10:06-10:46
- PERIOD 5 10:48-11:28
- PERIOD 6 11:30-12:10
- PERIOD 7 12:12-12:54
- PERIOD 8 12:54-1:36 (6th and 7th grade lunch)
- PERIOD 9 1:38-2:18 (8th Grade lunch)
- Dismissal at 2:20 pm

QUESTIONS

- Thank you for attending Back to School Night, your support is deeply appreciated
- Questions or Concerns?