

Mrs. DiSalvo

2016-2017
TEAM ATLAS

Quarter Outline

Q1

Reading - *The Outsiders*,
excerpts from *7 Habits of
Highly Effective Teens*
Writing-Narrative

Q2

Reading - *Wednesday Wars*
Writing-Informational

Q3

Reading - *Phineas Gage*
Writing-Argument

Q4

Reading - *Treasure Island*
Writing-Fantasy

Dear Parents and Guardians,

Welcome to 7th grade English! Our focus this year will be on a comprehensive literature program that will center on your child's growth as a reader, writer and communicator. The activities discussed below should demonstrate the full scope regarding the Language Arts curriculum.

I am looking forward to an outstanding year with you and your child. If at any time you have questions, please don't hesitate to contact me!

A little about me...

This is my ninth year as an English teacher. My first six years were spent teaching 8th grade in Mason, Ohio and have taught 7th grade since joining Clay Nation. I attended Miami University from 2004-2008 and earned a BS in Middle Childhood Education. In 2010 I completed my MS in Educational Leadership at the University of Dayton.

317-844-7251 ext. 6772
bdisalvo@ccs.k12.in.us
Room 702

*"Let us think of education
as the means of
developing our greatest
abilities, because in each
of us there is a private
hope and dream which
fulfilled, can be
translated into benefit
for everyone and greater
strength for our nation."*

JFK



Assignments

All assignments are introduced in class. Large assignments always have written instructions to accompany them. In addition, I typically supply students with models of the assignments so that I can communicate my expectations for the final product. Students are expected to read something for pleasure every night (20 minutes).

Assignments are posted on the board each day, should be written in student planners, and can be viewed weekly on my website.

I am a strong believer that students should take ownership for their education at this age. This means if they have a question about *anything* regarding English class, the student should be the first person to come to me, email/call or in person. I am happy to answer questions of clarification once this initial communication has happened between student and teacher.

Materials

- 1" 3 ring binder-for language arts class only
- 3 tab dividers
- 1 box of tissues
- 1 package of index cards- 3x5, white, ruled
- 4 highlighters-variety of colors
- 1 spiral bound, 1 subject notebook
- 3 packs of Post-it notes
- Markers or colored pencils
- Black or blue pens
- Loose leaf paper
- Clay Connections

Grading

Writing=30% Reading=30%
Word within the
Word=10% Other=30%

Reading

Students will be expected to read daily-during class and at home. Students will be reading various novels in whole groups, literature circles, paired groupings and independently throughout the course of the year. You may notice an increase in the amount of reading your son/daughter will need to do this year for English both inside and outside the classroom.

Choice Pleasure Reading (CPR)-This program is developed based on research findings that highlight the importance of daily reading for **pleasure**. Developing a habit for reading is essential to becoming a *successful reader and writer*, which are skills that will help your son/daughter in every class this year and beyond. By reading often, students improve their reading, writing, spelling, thinking, and test-taking skills.

“Regular reading not only boosts the likelihood of an individual’s academic and economic success- facts that are not especially surprising- but it also seems to awaken a person’s social and civic sense” (Iyengar & Ball, 2007).

In order to develop a habit for reading, I’ve asked students to engage in 20+ minutes of reading on school nights. This pleasure reading can be in any text (*Fictional novel, nonfiction book, newspaper, magazine, graphic novel, etc.*) This should *not* be assigned textbook reading, but **reading selected by the student**. I will check-in with them periodically and keep a record of their progress. They will keep a reading log, participate in sporadic check-ins during class, and reflect on how well they are meeting their reading goals. I encourage you to talk to your child about his/her reading, help him/her find a suitable time/place in which they can complete their reading, and support them in choosing appropriate reading materials. **Thank you for helping your child to become a lifelong reader!**

Technology

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

As the use of technology increases in our world, so does its impact in the classroom. Throughout the year, students will have the opportunity to use many different forms of technology. In addition, you may use technology at home to keep in touch with the weekly plans of our English classroom. My website will not only provide you with weekly lesson plans, it will also give you the opportunity find materials that you can use to assist your child with his/her assignments.

In this class students are encouraged - “Bring Your Own Device”. The use of devices in LA class will be driven by their ability to enhance the learning environment for all students and extend learning and increase classroom productivity beyond traditional classroom opportunities. Students may want to read from an e-reading device(Kindle, Nook or Kobo). Small-screen devices such as cell phones and iPods are **not acceptable e-reading devices** for the classroom because the small screens are difficult to monitor. **Please Note:** *No technological device is an absolute necessity for this class. It is yours and your child’s choice if they want to bring the device on the days designated.* Also, any student using their device for **anything** other than what we are doing in class will receive a consequence, which at the minimum will include loss of the privilege to use that device in class again.

Grammar/Vocabulary

Vocabulary and grammar taught at this level will focus on words embedded within the context of what we are reading or what we encounter in our daily lives. This will allow the students to examine sentence structure in published works and improve their own writing skills through Writer’s Workshop. In addition, the students will study Greek and Latin stems and vocabulary words from *The Word Within the Word*.

Writing

Students will be expected to keep a **Writer’s Notebook(WNB)** for English class. Routinely, students will be taught mini-lessons dealing with style, technique, and writer’s craft and then be given an opportunity to practice that skill in their notebook. After several opportunities for experimentation and mini-lessons, students may be asked to submit a final piece for a grade that demonstrates the previously learned skills being used in their writing. Writer’s Notebooks will also be checked periodically for organization and completion. The Writer’s Notebook should be used only for this class and be brought to class daily.

Classroom Expectations

All students are expected to follow The Clay Way-

1. **Be respectful** of peers, teacher and the school
2. **Be responsible**-Be prepared and demonstrate self-discipline
3. **Be ready to learn**-Give 100% and actively and appropriately participate

“Literature is no one’s private ground, literature is common ground; let us trespass freely and fearlessly and find our own way for ourselves.”
-Virginia Woolf

