Dear Parent(s)/Guardian(s):

I am excited and energized about working with your student this coming school year. My plan is to challenge your student to meet high expectations without lowering the expectations. This course syllabus is designed to provide you with an overview of what we will be learning together and my expectations of your student, so that we can optimize the time that we have to work and learn. If you review these expectations with your student and work with me to help your student meet them, then our time together will be focused on education and the success of your student.

The best way to contact me is via email. I tend to read my emails several times a day and I respond right away, whereas, voicemail takes a little longer, but I will contact you. You can also send notes with your student and I will respond by sending a note home or calling your home. Please fill out the last page with your preferred form of contact information and return it to school with your student.

Please do not feel overwhelmed by the length of the syllabus, for it includes a layout of the entire school year. This will allow you to keep abreast of what we are working on throughout the year. If changes need to be made, the students will be asked to make the changes on their personal copies of the syllabus. Hence, please ask to see your student’s syllabus periodically.

Before school begins in September, I will create an interactive website for students and parents. This will be a way to keep informed of the wonderful things we are doing in class on a weekly basis. There will be links to assignments, as well as links to websites that will help engage your student as a reader. It is very important that we, as parents, and as a nation, begin to address the various literacies needed to prosper in today’s society. According to Douglas Kellner, Ph.D. at UCLA, “literacy involves gaining the skills and knowledge to read and interpret the text of the world and to successfully navigate its challenges, conflicts and crises.  Literacy is a necessary condition to equip people to participate in the local, national and global economy, culture and polity.” This of course leads us to the understanding that reading is no longer just a book-in-the-hand event.

If your student tells you that they have been asked to surf the Web for homework, believe them. This class is designed to function under the integration of multi-modal forms of text to create meaning and to convey messages. The students will engage themselves with different types of text that are in print and on paper, as well as electronic forms of text such as, electronic magazines, electronic books, Web-based articles, hypertext and so on.

I look forward to working with you and your child. My room will always be open. Please feel free to sit in on a lesson. You may even participate, if you like. If you have any questions prior to the beginning of the school year, please email me at [smiththx1@milwaukee.k12.wi.us](mailto:smiththx1@milwaukee.k12.wi.us). Enjoy your summer and read on!

Sincerely,

Tiffany Y. Smith, M.A. RLD

Reading Teacher

**Golda Meir Middle School**

**7th Grade Reading Syllabus**

**Instructor: Mrs. T. Smith**

**2014-2015**

[**Smithtx1@milwaukee.k12.wi.us**](mailto:Smithtx1@milwaukee.k12.wi.us)

**Course Description**  
  
Students read and analyze a wide range of literature from different times and cultures, with an increasing emphasis on analyzing informational text on grade-level topics in all seventh-grade subject areas. The emphasis in seventh grade reading is on students’ comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students can identify key individual events and details and use them as evidence to support their analysis and to distinguish claims that are supported by an author from those that are not. Additional analysis skills call for students to compare and contrast one author’s presentation of events with another interpretation. They learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

**Textbook:**

***McDougal Littell Literature*: *Student Edition*, Grade 7, 2008**

**Materials:**

As you are preparing for the new school year, I do ask that students bring the following materials to class daily:

* Pens (blue or black)
* 2 Red pens
* # 2 pencils
* Post-it notes (small or medium)
* 3x5 index cards
* Index card box
* Highlighters- 2 different colors
* 1” Binder
* 5 dividers
* Box of markers or colored pencils
* Flash drive
* Notebook paper
* Small pencil sharpener
* Agenda (provided by school)

**Assignment Requirements**

***Required Paper Heading*** *(Written in the upper right-hand corner of paper)*

Name

Date:

Period:

Name of Assignment

***Better Answer Method (BAM)***

Students will be required to use BAM when answering questions with written responses.

* Restate the question
* Construct a “gist” response
* Add supporting details
* Make sure you are on topic
* Use proper conventions

**Reading Log:**

Reading logs are issued on Mondays and are due back two weeks later. Students must read 20 minutes each night to complete the log accurately. Your child will write a detailed paragraph on the assigned element code at the bottom of the log. Please remember to sign your child's log every night. Additionally, remind your child to include SPECIFIC DETAILS from the story when responding to the element code at the bottom of the reading log. Additional Reading Logs and element code information can be printed from our school’s website:

**Writing Assignments**

**This course is separate from 7th grade English Language Arts (ELA). All writing assignments will be responses to literature and must adhere to the basic rules of writing and the use of language.**

**Extra Support for Struggling Readers**

By the end of seventh grade, students are expected to be fluent, independent readers who engage in the analysis of literature and informational text. Students who are not proficient in word-analysis skills are likely to experience academic difficulties. Early screening and intervention address specific areas of instruction in a timely manner. Struggling readers—any students experiencing difficulty leaning to read, which may include those who use nonstandard English, English learners, and students with disabilities—should be provided with additional support to participate with their peers and to become proficient in seventh-grade reading skills. Instructional support for students will include:

* flexible groupings for differentiated instruction;
* opportunities to pre-teach key skills, strategies, and concepts;
* intensive, explicit instruction in decoding and word-recognition skills, which may include materials at the reading level of students that are age-appropriate;
* pre-teaching and re-teaching the use of Greek and Latin affixes and roots as clues to determine meaning of unknown words;
* additional direct, explicit instruction in using informational text to analyze overall text structure and features;
* additional direct, explicit instruction in using informational text to cite evidence as required in text analysis;
* direct, explicit instruction in language development to address grammatical structures of oral and written standard English;
* vocabulary instruction embedded in context, including academic language and domain-specific vocabulary;
* building of background knowledge;
* reinforcement and extension of the regular classroom program.

**Classroom Expectations for ALL STUDENTS:**

1. Students are expected to be in their assigned seats before the tardy bell sounds.
2. Students are expected to stay in his/her assigned seat throughout the class period.
3. Students will be taught and expected to use proper protocol for communication. (Respectful communication)
4. Students will have all books and materials in class each day. (Responsibility)
5. The teacher will dismiss students at the end of the class period.
6. Students will participate in classroom/team activities.
7. Students will do their best!

**Consequences:**

* Students who are in violation of the rules will receive consequences including phone calls home and detentions.
* Students who repetitively violate the rules will be referred to the Behavioral Intervention Team (BIT)
* Classroom interventions will include the following:
  + 1. Warning
    2. Proximity change (removal of student from distraction – i.e. time-out, change of seat, etc.)
    3. Student/Teacher Conference
    4. Phone Call Home
    5. BIT Pre-Referral/CICO
    6. Administrative Referral

**Ways to Succeed/Study Tips:**

* Keep up with assigned and independent reading.
* Make flash cards (vocabulary words).
* Use Cornell Notes to study.
* Keep a reading/writing journal at home.
* Study several days in advance of test.
* Complete homework before the due date.
* Read 20 minutes a night.

**Unit 1 – 6 weeks**

**September 2, 2014 – October 10, 2014**

***Theme- Characters with Character***

**Essential Question:** *What makes characters in historical fiction believable?*

Students build on their knowledge of the medieval time period, first introduced to them as fourth graders. (Note that basic informational and picture books are provided to build the necessary background knowledge for understanding of this unit.) Students have a variety of Middle Ages novels from which to choose. The novels are set in Byzantium, England, France, Korea, or Africa. While the historical time period is secondary to the focus on characterization, historical accuracies and creative license are considered. Students discuss how elements of a story interact, practice citing textual evidence, and formalize a process for determining word meanings. This unit ends with an informative/explanatory essay in response to the essential question.

*Unit Objectives:*

* Describe the relationship between characterization techniques and the development of theme in a story.
* Cite textual evidence, especially as it relates to characterization.
* Explain the importance of balancing historical accuracy with "creative license" when writing historical fiction; evaluate the ways in which authors achieve that balance.
* Explain the historical context of a story and how authors make historical fiction believable.
* Compare and contrast characters and settings across stories from different countries about the Middle Ages.

**Unit 2 – 6 weeks**

**October 13, 2014 – November 21, 2014**

***Theme- Perseverance***

**Essential Question:** *How do characters, real and fictional, use words and actions to demonstrate perseverance?*

Students read an array of novels—one about an orphan in the midst of the Civil War, another about a girl on a whaling ship in 1835, still another about a Latino teen working at the time of Cesar Chavez. They also read informational texts—about Helen Keller, Geronimo, or Martin Luther King Jr. to name a few. Students continue to reflect on the impact that historical events have on people, but also delve more deeply into the internal and external conflicts that characters experience and the qualities they possess that help them overcome challenges. Students continue to hone skills learned in the first unit about how characters develop and compare their development to the development of ideas in an informational text. This unit ends with an informative/explanatory essay in response to the essential question: How do individuals, real and fictional, use words and actions to demonstrate perseverance?

*Unit Objectives:*

* Define perseverance.
* Read and discuss fictional and informational texts featuring real people or characters that demonstrate perseverance.
* Analyze how the setting (historical context) of story or biography affects character development.
* Explain authors’ use of literary techniques such as diction and imagery.

**Unit 3 – 8 Weeks**

**November 24, 2014 – January 30, 2015 *(one week added to compensate for winter break)***

**Theme- Courage in Life and in Literature**

**Essential Question:** *How can reading about the courage of real people inform our understanding of determined literary characters?*

Students read, study, and discuss *Anne Frank: The Diary of a Young Girl.* Students choose another biography, such as *The Journal of Scott Pendleton Collins,* or a fictional work to explore how courage is projected through these works. Students see how and where these stories fit within informational texts on World War II. They also compare the ways in which Frank’s diary is similar to and different from the play version her story. Students focus their reading on in-depth analyses of interactions among individuals, events, and ideas in a variety of texts, comparing the ways in which different authors shape similar stories. This unit ends with an informative/explanatory essay in response to the essential question.

*Note:* This unit provides an example of how cross-curricular collaboration can naturally occur between reading and other classes. Students can read informational text in history class and scientific texts in science class, and then compare those accounts to personal narratives and accounts about life during World War II read in reading class. Much discussion can center upon the way background information enhances understanding of literature (for example, whether on World War II, the Nazis, or any other history or science topic of the teacher’s choosing). This unit also demonstrates how the reading and writing standards provide instructional connectivity between learning in reading and other areas.

*Unit Objectives:*

* Define courage.
* Read and discuss fictional and informational texts about people, real and fictional, that face conflict.
* Explain how knowing the historical context of a story may enhance your understanding of a story.
* Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
* Explain how an author's style can help convey the theme of their stories, poems, or speeches.

**Unit 4 – 6 Weeks**

**February 2, 2015 March 13, 2015**

**Theme- Survival in the Wild *(Text Study)***

**Essential Question:** What similarities and differences exist among characters who survive in the wilderness?

Students read “The Song of Wandering Aengus” by William Butler Yeats and use it as a springboard for discussions of characters’ pursuits of the unknown. Students analyze the development of the theme of survival across various texts, evaluate nonfiction text structures, and present their analyses to their classmates. Students compare and contrast character experiences across novels, as well as the points of view in narration, and are encouraged to research the authors behind the stories, many of whom are wilderness survivors themselves. This unit ends with a review of Yeats’s poem in order to see how this unit led to deeper understanding of the work. In addition, students are asked to write an informative/explanatory essay in response to the essential question.

*Unit Objectives:*

* Analyze the development of characters and themes in texts about survival.
* Discuss how the authors' use of literary techniques in narration, such flashback and point of view, engage the reader.
* Write an argument about the importance of reading original versions of stories, such as The Call of the Wild.
* Conduct research on authors who write about survival in the wild and present findings to the class.
* Take comprehensible notes on important content, ideas, and details in texts (e.g., about character development).
* Write a survival-in-the-wild story using figurative language and exploiting nuances in word meaning for effect.

**Unit 5 – 6 Weeks**

**March 16, 2015 – April 24, 2015**

**Theme- Science or Fiction?**

**Essential Question:** *What makes science fiction believable?*

Like other genres studied to date, science fiction examines humanity, but often approaches characters and experiences in a futuristic context. Science fiction involves the imagining of ideas and technologies that haven’t yet been invented; however, many of them may comport with our current understanding of science and technology. In addition to exploring classic and contemporary works of science fiction, students pair fictional stories with informational texts about science and astronomy. Student discussions trace the logic of various storylines, focusing on the believability of the stories read in class. This unit ends with the students’ choice of writing an informative/explanatory essay in response to the essential question: What makes science fiction believable?

*Unit Objectives:*

* Compare and contrast the settings, characters, and unusual circumstances among science fiction stories and describe the unique nature of this genre.
* Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.
* Compare and contrast the ways in which two authors present information on the same topic (e.g., astronomy in Beyond Jupiter and Summer Stargazing).

**Unit 6 – 6 Weeks**

**April 27, 2015 – June 12, 2015 *(one week added to compensate for 6th grade field trip)***

**Theme- Literature Reflects Life: Making Sense of Our World**

**Essential Question:** *How do literature and informational text reveal why people dream of flying?*

Although students read from various genres, writing and class discussions focus on how literature can help us make sense of our world. In particular, students will examine "point of view," analyzing how authors develop different points of view. The overall goal of this unit is for students to apply all the reading, writing, speaking, and listening strategies and skills they have learned up to this point in the year. The unit ends with an informative/explanatory essay in response to the essential question: Is literature always a reflection of life?

Unit Objectives:

* RL.7.6: Analyze how an author develops and contrasts the points of view of different character or narrators in a text.
* W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
* SL.7.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Home Reading Response Element Codes**

**Golda Meir 7th Grade Reading**

* Indicates: **a** **Hint on How to Successfully Answer your Home Reading Log Response Question**

|  |  |
| --- | --- |
| **A** | **How does the setting impact the overall plot of the story?**  **Discuss how the main character’s surroundings play a part in how the character acts in the story. Support your answer by citing examples from the story.**   * Hint – Think about the main setting of this story. How does this environment affect the characters’ daily lives? For example, if a character suddenly moved from Japan to the United States, the character might have to adjust to American culture. This might impact the character’s self-esteem until he/she adjusts to the new environment. |
| **B** | **How does the title of this story relate to the characters and overall plot? Explain.**   * Hint – Think about the main events in the story. Now thin about the story’s title and why the author might select this title for this story. Does the title give the reader a glimpse into an event or a character’s mindset? |
| **C** | **Identify the main story conflict as one of the following:**  ***Character vs. Character; Character vs. Nature; Character vs. Self; Character vs. Society***  **Support your answer by citing at least three specific story events from the text.**   * Hint- Think about the main problem in the story thus far. This is called the conflict. There are four basic types of story conflicts. Refer to your class notes. |
| **D** | **Who is the main protagonist in this story? Support your answer by citing three examples which show this character is the protagonist.**   * Hint – Remember the protagonist is the “hero”/ character which is trying to do something positive. |
| **E** | **If you had to select one character to be friends with, who would it be and why? Cite at least two examples from the story to support your reasons.** |
| **F** | **Describe how the author organizes the first chapter of the book. Why do you think the author chose to organize the chapter in this manner?**   * Hint- Think about the first chapter of the book and explain which of the text patterns the author used (Descriptive, Sequence, Cause/Effect, Compare/Contrast). |
| **G** | **Explain one specific aspect of the culture described in the book. Tell how it compares or does not compare to a specific culture you are familiar with in your own life.** |
| **H** | **What is the author’s overall attitude toward the main characters in this story? Support your thoughts by citing evidence from the story.**   * Hint- Think about the main characters in your story. Does the author seem to like one of these characters more than the other character? Does the author focus more of his/her writing on one character? Do you think the author might agree with one character’s actions over the other one? Now write what you think the author thinks about the characters and why you believe the author would feel this way. |
| **I** | **Select two characters with something in common. Discuss what these two characters have in common. Use information from the story to support your answer.**   * Hint- Think about two characters in the story which have similar interests, appearances, likes or dislikes. Now explain the similarities between these two characters. |
| **J** | **Select two characters who are very different and do not have much I common. Discuss what makes these two characters so different. Use information from the story to support your answer.**   * Hint- Think about two characters in the story which have similar interests, appearances, likes or dislikes. Now explain the differences between these two characters. |
| **K** | **What is the main idea of the story thus far? Use story detail to support your answer.**   * Hint- Try the Somebody---Wanted---But---So strategy. Use your class notes if you need assistance with the steps of the strategy. |
| **L** | **If this story needed a new title, what title do you feel would work for this book and why? Support your answer with information from the text.**   * Hint- What other title do you feel would be appropriate for this story? Remember when you title a story it is probably a good idea to hint at a certain portion of the story without revealing the entire plot! |
| **M** | **Who is the main antagonist in this story? Support your answer by citing two examples which show this character is the antagonist.**   * Hint- The antagonist is the character who causes trouble or mischief. |
| **N** | **What specific genre is the book you are currently reading? Explain three story events which indicate to you this is the genre of this book.**   * Hint- Realistic Fiction, Historical Fiction, Science Fiction, Mystery, Fantasy, Biography, etc. |
| **O** | **Write a brief letter to the author of this book. Explain your positive and or negative feelings about the characters and story events. Use examples from the text in your letter.** |
| **P** | **If you could change one event in the story, what would it be and why? How would this change the overall plot of the story?** |
| **Q** | **Which character in this book has had a positive impact on another character? Describe this character’s positive action and how it affected the other character’s life.** |
| **R** | **Would you consider reading another book by this author? Explain your reasoning in detail.** |
| **S** | **Do you feel the main problem of this story is one that someone at Golda Meir could be going through at this time? Why or why not?** |
| **T** | **Identify the three main characters in the book and two personality traits they each possess. Support your thoughts by citing specific story events.**   * Hint- Personality Traits = generous, shy, intimidating, intelligent, mysterious, dishonest, etc. |
| **U** | **What topic or topics did the author have to know about in order to write this book? Why is the knowledge of these topics so important to the story?** |
| **V** | **Describe the mood of the story. Cite three story events which contribute to the overall mood of the story.**   * Hint- Mood is the feeling the reader get while reading the story. Authors frequently use descriptive language to paint a picture and communicate the mood of the story. |
| **W** | **Predict how you think the story will end. Identify and describe three details or story events that led to your prediction.** |
| **X** | **Think about the character traits: *responsibility; respect; self-control*. Discuss how a character(s) in your book did or did not display each of these traits. Make sure to cite specific details from the text on how these traits were demonstrated or how these traits were not demonstrated by the character(s) in the story.** |
| **Y** | **Think about the character traits: *honesty; kindness; tolerance*. Discuss how a character(s) in your book did or did not display each of these traits. Make sure to cite specific details from the text on how these traits were demonstrated or how these traits were not demonstrated by the character(s) in the story.** |
| **Z** | **Think about the character traits: *citizenship, cooperation*. Discuss how a character(s) in your book did or did not display each of these traits. Make sure to cite specific details from the text on how these traits were demonstrated or how these traits were not demonstrated by the character(s) in the story.** |

**Reading Common Core Standards**  
  
7th Grade English Language Arts Common Core Wisconsin Performance Standards (ELA CCWPS)  
  
READING LITERARY (RL) READING INFORMATIONAL (RI) - Key Ideas and Details

CCSS.ELA-Literacy.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.RL.7.5

Analyze how a drama's, or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCSS.ELA-Literacy.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-Literacy.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the

CCSS.ELA-Literacy.RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.me period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-Literacy.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Please complete this form about your child and send it back to school. This will help me get to know your child. Thank you!

Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My child is good at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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My child needs help with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My child enjoys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_My child likes to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Academically, this year I would like to see my child work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Socially, I would like to see my child work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anything else I should know about your child to help make the school year most successful?

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

(Feel free to use the back of this paper)

Parent(s)/Guardian(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Parent # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please add me to the 6th grade reading email list 🞏yes 🞏no



*Please return this form on the first day of school. Thank you for your participation in your child’s education!*

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