

# **WELCOME PARENTS!**

Back to School Night 2019



**DR. JENNIFER MOTZER  
ADVOCACY**

# **GVMS VISION OF ADVOCACY**

- **Empower students toward self-advocacy**
- **Enable students to build strong relationships with each other and their advocate**
- **Guide students to become mentors of each other**
- **Provide an adult who becomes an expert on the students and celebrates how they are special**
- **Provide an intermediary for students with other adults**
- **Provide an adult to support academic and personal development**

# **GOAL OF ADVOCACY:**

*To promote students' academic, social, and behavioral success by:*

- **Promoting a positive school climate**
- **Providing an atmosphere of security**
- **Recognizing and embracing differences**

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**DR. JENNIFER MOTZER**  
**ENGLISH LANGUAGE ARTS**

# ABOUT ME

- B.A. Ed., Westminster College, 1998
- M. Ed., West Chester University, 2002
- Ed. D. , Immaculata University, 2010
- Certifications: Elementary Education, K - 6; Reading Specialist K-12, Curriculum Supervision K-12, Principal K-12
- 21 years in GVSD
- 8<sup>th</sup> grade, 1<sup>st</sup> grade, Reading Specialist K-5, Teacher on Assignment, Supervisor of Teaching and Learning

# MORE ABOUT ME



# **LANGUAGE ARTS** **CURRICULUM**

- PA Common Core Aligned
- Focused on the student and the process each student uses to achieve success in language arts
- Increased focus on informational text skills to be utilized across content areas
- Flexibility to incorporate differentiated & tiered instruction

# A TYPICAL DAY

- Taught daily using the "workshop" format of instruction- (GRR-Gradual Release of Responsibility)
- 5 minutes of independent reading
- Mini-lesson
- Independent reading/writing
  - -small group work
  - -individual conferences
  - assessment/goal setting
- Wrap-up



# READING

“Excellence in almost any academic subject requires strong reading.”

“If our hopes and expectations for our students are to stretch far- to the highest levels of accomplishment and learning- then our responsibility includes preparing them to read with rigor, independence, precision, and insight in the long run.”

-Lemov , Driggs, & Woolway in Reading Reconsidered, 2016

# READING UNITS

- **Being an Independent, Metacognitive, and Collaborative Reader**
- **Reading Informational Text: Tapping the Power of Nonfiction**
- **Analyzing Literary Elements in Short Stories, Informational Text, and Poetry**
- **Understanding Elements of Fiction: A Deep Study of Character**
- **Social Issues and Graphic Novel book clubs**

# **CONCEPTS TAUGHT INCLUDE:**

- **Metacognition**
- **Literary Analysis**
- **Making Connections In and Among Texts**
- **Citing Textual Evidence**
- **Character Development**
- **Plot Development**
- **Conflict**
- **Literary Elements**
- **Informational Reading Strategies**
- **Vocabulary and Word Study**

# PCR BOOKS (INDEPENDENT READING BOOKS)

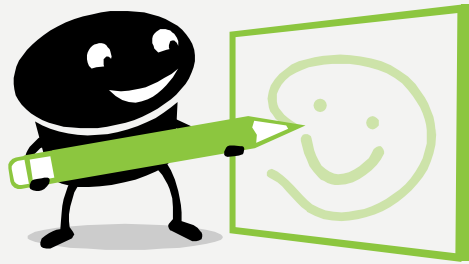
- Students (can) become the reader who does so much more than decode, recall, or choose the correct answer from a multiple-choice list. Students can become the critical thinkers our nation needs them to be.“ Beers and Probst
- Students are expected to read 20-30 minutes nightly in a personal choice book.
- The same book should come to school daily as we will also read it in school.
- Books are available in school (classroom library or school library), with ideas/blogs on my website

# WHY WE RECOMMEND AT LEAST 30 MINUTES OF READING AT LEAST 5 NIGHTS A WEEK:

<b>% Rank on READING TESTS</b>	<b>MINUTES spent reading per day</b>	<b>NUMBER of words read per year</b>
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000

(Source: Anderson, Wilson, and Fielding 1988)

# WRITING



# UNITS OF WRITING

- **Being an Independent & Metacognitive Writer**
- **Informational Writing**
- **Response to Literature- Text Dependent Analysis**
- **Writing an Argumentative Essay**
- **Writing a Narrative Essay**

# **GRAMMAR**

- Grammar lessons will be embedded into the writing units.**
- Formative assessments will be scored to provide specific feedback on grammar concepts.**



# CONCEPTS TAUGHT INCLUDE:

- **Topic and Concluding Sentences**
- **Expanded Paragraph Structure**
- **Organization and Construction of a Multi-paragraph Essay**
- **Domains of Writing (focus, content, organization, style, and conventions/mechanics of Writing)**
- **Responding to Literature with Literary Analysis**
- **Using Text Evidence to Support Claims and Ideas**
- **Self-editing Strategies**
- **Effective Strategies for Pre-writing**
- **Improving Style (through the use of enriched vocabulary, word choice, varied sentence structure, sensory details, and figurative language)**

# GRADES

- Course expectations for grading and homework will align with all 6th grade ELA classes
- All Language Arts grades are based on a weighted scale:
  - 55% Summative Assessments
  - 40% Formative Assessments
  - 5% Homework
- Scores will be posted in Skyward- check for missing assignments weekly
- Homework will always include 30 minutes of reading, additional assignments will be on CANVAS

# SKYWARD

Class	QL1	1ST	QL2	2ND	QL3	3RD	QL4	4TH	FIN
▶ <b>LANGUAGE ARTS</b> Period 1 (7:53 AM - 8:36 AM) ANN ORTENZI	S	B	S	B	COM	B+	S	B	B
▶ <b>COURSE 1 MATH - Gr6</b> Period 3 (9:25 AM - 10:08 AM) CHARLOTTE WELCH	S	C+	S	C+	S	C+	S	B-	C+
▶ <b>SCIENCE</b> Period 4 (10:11 AM - 10:54 AM) MOLLY FURLONG	S	B+	S	B	S	C+	S	A-	B
▶ <b>SOCIAL STUDIES</b> Period 5 (11:28 AM - 12:11 PM) MICHAEL MELUSKEY	S	A	S	B-	S	B	S	A	B+
▶ <b>COMPUTER APPLICATIONS</b> Period 6 (12:14 PM - 12:57 PM) NEIL YOUNG	S	O	S	S+	S	O			O
▶ <b>HEALTH</b> Period 6 (12:14 PM - 12:57 PM) MELISSA RAYMOND	S	A	S	A	S	B	S	E	C+
▶ <b>PHYSICAL EDUCATION</b> Period 6 (12:14 PM - 12:57 PM) MATT WEINER	S	O	S	O	S	O	S		O
▶ <b>ART</b> Period 7 (1:00 PM - 1:43 PM) DIANA MROCHKO	S	A							A
▶ <b>FAMILY &amp; CONSUMER SCIENCES</b> Period 7 (1:00 PM - 1:43 PM) DAMITA PRIDGEN			S	A					A
▶ <b>TECHNOLOGY EDUCATION</b> Period 7 (1:00 PM - 1:43 PM) TIMOTHY LEARY					S	A-			A-
▶ <b>GENERAL MUSIC</b> Period 7 (1:00 PM - 1:43 PM) MARK CELLINI							S	A	A

Home

Gradebook

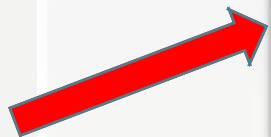
Missing Assignments (Show All)

Missing Assignments

04/30/2018 Great Valley Middle School  Show Missing for Current Grades

Due	Assignment	Class	Teacher	Category	Max Points	Absent
04/30/2018 (4TH)	physical science textbook ret	SCIENCE	Jennifer M...	HOMEWORK	2	

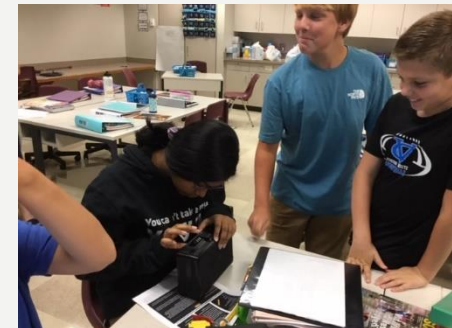
Class	QL1	1ST	QL2	2ND	QL3	3RD	QL4	4TH	FIN
▶ SOCIAL STUDIES Period 1 (7:53 AM - 8:36 AM) MICHAEL MELUSKEY	S	B+	S	D+	S	C+	S	B+	B-
▶ LANGUAGE ARTS (Dropped) Period 2 (8:39 AM - 9:22 AM) DONNA GIMBEL									
▶ LANGUAGE ARTS 3- GR 6 Period 2 (8:39 AM - 9:22 AM) AMY CARLINO	S	D	U	C+	S	C	S	B	C
▶ MATHEMATICS - Gr6 Period 4 (10:11 AM - 10:54 AM) JENNIFER SCHULTZ	NI	C-	NI	D-	S	D	S	D+	D
▶ SCIENCE Period 5 (11:28 AM - 12:11 PM) MOLLY FURLONG	S	C-	NI	D	S	D-	S	C+	C-
▶ TECHNOLOGY EDUCATION Period 6 (12:14 PM - 12:57 PM) MICHAEL BENDER	S	B-							B-
▶ GENERAL MUSIC Period 6 (12:14 PM - 12:57 PM) CARSON ZAJDEL			S	A					A
▶ ART Period 6 (12:14 PM - 12:57 PM) JOHN STICKLEY					S	B			B
▶ FAMILY & CONSUMER SCIENCES Period 6 (12:14 PM - 12:57 PM) JAIME URBAN							NI	C+	C+
▶ COMPUTER APPLICATIONS									



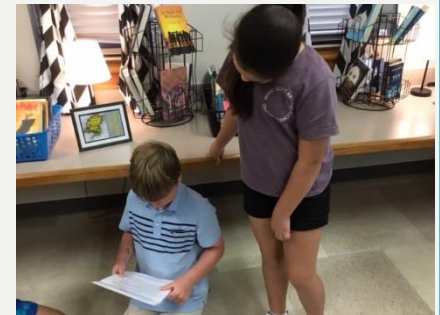
# EVIDENCE OF LEARNING

- Readers and Writers Notebooks
- Graded assignments
- Writing checklists
- Rubrics
- Feedback on Seesaw
- Learning File (exemplar pieces and other graded items that will be kept at school)

# OUR CLASS



The **Breakout EDU** immersive learning games platform provides a facilitation of games where players use teamwork and critical thinking to solve a series of challenging puzzles in order to open the locked box.



# PLEASE STAY IN TOUCH!

- **GVSD Website**
- **Canvas page**
- **Contact information:**
  - The best way to contact me is through e-mail **[jmotzer@gvsd.org](mailto:jmotzer@gvsd.org)**
  - I am also available at **610-644-6440 x71212**