**Class Expectations and Procedures**

**Absentee Policy:**

The students will have one day for every day absent. It is their responsibility to collect their missing assignments.

# Mrs. Perillo – Language Arts

# Liberty Junior High

Welcome to a new year of school!

Here is some important information for the year.

**Assessments**:

50%- MP performance- based assessments, MP selection tests, essays

30%-grammar & diagramming quizzes/tests, MP performance-based tasks

20%- classwork and homework

My Perspectives Selection tests may NOT be re-done. This is district policy. For all other re-dos, you are allowed TWO per trimester.

**Plan Time:** Blue Days 1:15-2:15/Red Days 1:15-2:15

**School Phone:** 815-462-7951

**Extension #:** 6341

**Email Address:** pperillo@nlsd122.org

**Liberty’s website**: <http://www2.nlsd122.org/c/>

**My Website:** **http://www2.nlsd122.org/c/index.php/schools/liberty-jr-high/liberty-staff-members/priscilla-perillo/**

**Grading Policy:**

Total points will calculate grades, which are assigned a point value. Total points received out of the total possible points will give you a percentage and letter grade for the assignment. Grades will be as follows:

**School Discipline Policy:**

 Step 1: Verbal Warning

 Step 2: Written Consequence

 Step 3: Parent/Teacher Contact

 Step 4: Classroom Disciplinary Report

 “Office Referral”

**Late Work:**

Late work will be accepted **TWICE** per trimester for FULL credit within **2 school days of its due date**. Work turned in on the third day will result in 20% off. The third late assignment, per trimester, will automatically be 20% off. Work not turned in **BEFORE** the end of the unit (selection story/diagramming unit) will NOT be accepted and will receive an automatic 50%. Work not turned in, at all, will also receive a 50%.

**Late Work:**

Late work will be accepted **TWICE** per trimester for FULL credit within **2 school days of its due date**. Work turned in on the third day will result in 20% off. The third late assignment, per trimester, will automatically be 20% off. Work not turned in **BEFORE** the end of the unit (selection story) will NOT be accepted and will receive an automatic 50%. Work not turned in, at all, will also receive a 50%.

**Power School:**

Students and parents can check grades and missing/late assignments. Grades are entered into Power School at least once a week.

**Extra Credit Assignments:**

Liberty Junior High School classes do not offer extra credit.

Here are some big projects we will be doing in the upcoming year:

All Trimesters

Notice & Note- This is a series of reading strategies designed to help students close read (copies attached).

### All Trimesters

Literature Terms- The students will be working with a set of literature terms (copy attached). I recommend making flashcards to help with memorization of these terms. They will be utilized all year.

### Second Trimester

MyPerspectives (*Turning Points*- Unit 2 “A Christmas Carol”), AIMS testing, Sentence Diagramming, Writing, Novel Study “The Giver”

### First Trimester

MyPerspectives (*Generations* -Unit 1), AIMS testing, Sentence Diagramming, Writing

### All Trimesters

Writing- Though every unit in the MyPerspectives series covers every genre of writing, each individual unit will spotlight a specific genre of writing. Genres covered are:

argumentative, informative/explanatory, compare/contrast, narrative, reflective, research-based

### Third Trimester

MyPerspectives (*Starry Home*- Unit 2), AIMS testing, MyPerspectives (*Turning Points*- Revisit Unit 3, Sentence Diagraming, Writing

Please know that it is an honor and privilege to teach and that I am here to accommodate you and your family, any way possible. Here is to a great year ☺

 -Mrs. Priscilla A. Perillo

### All Trimesters

Speaking & Listening- Each unit will cover a series of speaking and listening standards.

**LITERARY TERMS LIST**

**Genre** - a type or category of literature (sci-fi, fantasy, biography, etc.)

**Plot** – a sequence of events that brings about the resolution (conclusion) of a conflict

**Elements of Plot (in order):**

1) **Introduction**: setting and characters are introduced

2) **Rising Action**: suspense builds and the conflict is introduced

3) **Climax**: the turning point or decision point providing a solution to the conflict

4) **Falling Action**: events that lead to the resolution

5) **Resolution** (or conclusion): loose ends are tied up; the conflict is resolved, and the story ends.



**Conflict** – a problem or struggle between two opposing forces

**Types of Conflict:**

1) **Internal** – the problem or struggle (conflict) is INSIDE of the main character

 ex: (wo)man vs. self

2) **External** – the problem or struggle (conflict) is OUTSIDE of the main character

ex: (wo)man vs. (wo)man; (wo)man vs. nature; (wo)man vs. society; (wo)man vs. supernatural; (wo)man vs. unknown; (wo)man vs. machine; (wo)man vs. environment; etc.

**Characterization** – the methods used by an author to create characters

**Methods of Characterization:**

1) Physical Appearance

2) Speech & Actions

3) Thoughts & Feelings

4) Other characters’ reactions

**Protagonist**  - the main character; the “good” guy

**Antagonist** – a force working against the protagonist or main character; the “bad” guy

**Dynamic character** – a character who changes significantly (usually the main character)

**Static character** – a character who changes very little (if at all)

**Foil** - a character who provides a striking contrast (opposite) to a main character

**Stereotype** – a broad generalization about something or someone that leaves no room for individual differences

**Theme** – the underlying message about life or human nature that is communicated by a story. The lesson learned.

**Setting** – the time, place, and general environment in which a story takes place

**Point-of-View** – the relationship between the narrator and the story; the author’s choice of narrator

**Types of Point-of-View:**

**1) First person** – the narrator is a character INSIDE the story; The reader only sees and knows what the narrator sees and knows. Refers to self as “I” or “me”.

2) **Third Person** – the narrator is a character OUTSIDE the story; the narrator is not a character in the story

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**The following literary terms explain the things authors do to make their stories more creative & interesting**

**Figurative Language** – language that goes beyond its ordinary literal meaning

 **Symbol(ism)** – a concrete object that represents an abstract idea (heart = love)

**Metaphor** – an implied comparison between two unlike things that does not use “like” or “as”

 **Simile** – a comparison between two unlike things that does use “like” or “as”

**Alliteration** – repeated consonant sounds occurring at the beginning of **w**ords or **w**ithin **w**ords (ex: **K**athy **c**an’t **c**ook.)

 **Rhyme** – the repetition of syllable sounds (ex: hall & ball)

 **Rhythm** – the pattern of stressed and unstressed syllables (sing-songy)

 **Imagery** – concrete details appealing to the senses (sight, sound, smell, taste, touch)

 **Onomatopoeia** - words whose sound suggests their meaning (buzz, pop, sizzle)

 **Personification** - the giving of human qualities to an animal, an object or an idea

**Irony** – the opposite of what is expected; the difference between what appears to be and what actually is

**Types of Irony:**

1) **Situational Irony** – an outcome which is the opposite of what was expected; it’s a surprise!

2) **Dramatic Irony** – when a reader or viewer knows more about a situation than the characters involved

3) **Verbal Irony** – saying the opposite of what was meant for humorous or sarcastic effect

**Foreshadowing** – an author’s use of hints or clues to suggest events that will occur later in the story

**Flashback** – an interruption to a story to present an event that has occurred at an earlier time; it can appear as though the event were occurring in the present

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**As you read, you should keep the following things in mind...**

**Author’s purpose –** the author’s reason for creating a particular work (to entertain, explain, inform, persuade)

**Mood** – the overall feeling a literary work conveys to the readers

**Inference** – a reasonable conclusion drawn by the reader from author’s clues and the reader’s own knowledge and experience; an educated guess

**Tone** - the author’s attitude, stated or implied, toward a subject

**Voice** - a writer’s unique style of expression; reveals much about his/her personality

**Notice and Note Sign Posts**

Book Noting / Annotation Guide ***Fiction***

|  |  |  |
| --- | --- | --- |
| Sign Post | Definition | The Questions that Follows |
| Contrasts and ContractionsCC | The character acts in a way that is contradictory or unexpected given how he or she normally acts.  | Why is the character doing that? |
| Aha MomentAHA | The character realizes or starts to realize something that changes his or her actions or thinking.  | How might this change things? |
| Tough QuestionsTQ | The character asks a tough question that reveals his or her concerns.  | What does the question make me wonder about? |
| Words from the WiseWW | An older character (mentor, advisory, parent, etc.) gives advice or insight to another character.  | What the life lesson? |
| Again and AgainAA | The author keeps bringing up the same image, phrase, or reference.  | Why does this keep showing up again and again? |
| Memory MomentMM | The author interrupts the flow of the story by letting the character remember something.  | Why would this memory be important? |

Book Noting / Annotation Guide ***Non-Fiction***

|  |  |  |
| --- | --- | --- |
| Sign Post | Definition | The Questions that Follows |
| Contrasts and ContractionsCC | When the writer presents something that contradicts what you know or think, or when the writer shows you a sharp contrast between people, groups, or ideas  | 1. How is this a contrast and contradiction?
2. What does this make me wonder about?
 |
| Absolute or Extreme LanguageEL | When the author makes a statement that allows for no interpretation or seems unreasonable (USES words like always, never etc..) | 1. What does it mean?
2. What is it showing?
3. Why did the author use this language?
 |
| Numbers and Stats#’s | When the author uses specific numbers or statistical information. | 1. Why did the author use these numbers?
2. What does it add/ show in regards to the main idea?
 |
| Quoted WordsQW | When the author chooses to quote someone | 1. Who was quoted?
2. Why was this person quoted?
3. What did this quote add to the meaning of the article?
 |
| Word GapsWG | When the author uses a word or phrase you don’t know | 1. What clues can I use to help me figure out this word?
2. What does this word have to do with the topic?
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\*\*Students will notate these reading strategies on their sticky notes while reading class novels, articles, short stories, poems, etc. and will be given this sheet along with other handouts pertaining to Notice and Note Sign Posts throughout the school year.