

PARENT-TEACHER CONFERENCE PREP

Student Self-Assessment

Key

● Stop! I need to work on this.	● Caution... I could improve on this.	● Got! I do this all the time!
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Reflection Statements

Stop	I follow school and classroom rules and expectations.
Stop	I am a positive leader with my words and actions.
Stop	I can sense when I'm stressed, angry, or frustrated and know how to regulate.
Stop	I collaborate well with other students.
Stop	I have a respectful attitude toward my peers, my teacher, and myself.
Stop	I focus, stay on task, and use work time well.
Stop	I use my resources before asking my teacher for help.
Stop	I complete my work on time.
Stop	I am organized and find things easily in my binder and locker.
Stop	I am a respectful listener while my teacher and classmates are talking.
Stop	I raise my hand and do not interrupt during instruction.
Stop	I am prepared by bringing my supplies to class each day.
Stop	I put forth my best effort on my work to maximize and show my learning.
Stop	I ask questions when I do not understand how to show proficiency.
Stop	I use my assignment notebook.
Stop	I am proud of the work I submit. It's my best effort.

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9th GRADE GOALS

I can cite text evidence to support my inferences about and analysis of a fictional and informational text.	I can explain, in detail, how an author's choices concerning word choice, figurative language, text structure, and point of view impact the reader's experience.	I can analyze how and why an author draws upon other print and visual texts to make connections and transformations.
I can read and comprehend a variety of texts (genre, complexity, and perspective) independently.	I can determine the theme and/or central idea of a text as well as explain how the author develops it through specific details.	I can analyze a text to determine bias and credibility, including explaining whether an author's reasoning is valid and sufficient.
I can write a well-developed, formal argument complete with a clear claim, logical reasoning, credible sources, and insightful conclusion.	I can write a formal informative piece to examine a topic, including an organized introduction, relevant facts, and concluding statement.	I can write a narrative to develop a real or imagined experience or event, using effective technique, structure, and sequence.
I embrace the whole writing process (planning, revising, editing, rewriting, and trying a new approach) to strengthen my writing.	I can use technology, including links, multimedia, and visuals to display my information flexibly and dynamically.	I can synthesize multiple sources from research to support a claim or answer an inquiry question.
I can stay focused on both short-term and long-term writing projects, keeping in mind my audience, task, and purpose.	I can participate effectively and productively in small and large group discussions (coming prepared, asking questions, citing research, building on ideas, and considering other perspectives).	I can present information clearly, concisely, and logically so that listeners can follow my reasoning and organization.
I can use parallel structure and a variety of phrases to convey meaning and add interest to my writing.	I can use grade-level punctuation, including semicolons, colons, ellipses, and dashes, when writing.	I can use MLA style correctly when writing formal pieces.
I can use specific strategies, like context clues, word patterns, and references to determine or clarify the meaning of unknown words.	I can demonstrate my understanding of figurative language, word relationships, and nuances in word meanings.	I can acquire and use new words in my reading, writing, and speaking when prompted and even independently.

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POPULAR RESOURCES:

INDEPENDENT

READING PROGRAM



Engagement, Organization, & ACCOUNTABILITY

BRAIN-BASED VOCABULARY ACTIVITIES

meaningful associations



One PAGERS

WITH SCAFFOLDING



FOR FICTION & NONFICTION

EMAIL ETIQUETTE

ELOQUENT



Fun

DIGITAL & PRINT

SENTENCE TYPES

UNIT BUNDLE



SIMPLE, COMPOUND
COMPLEX, COMPOUND-COMPLEX

COMPREHENSION

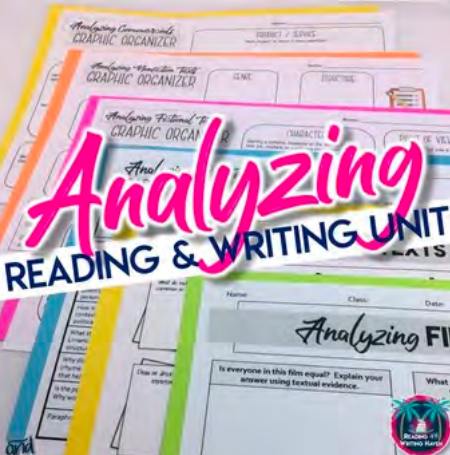
ACTIVITIES



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Analyzing

READING & WRITING UNIT

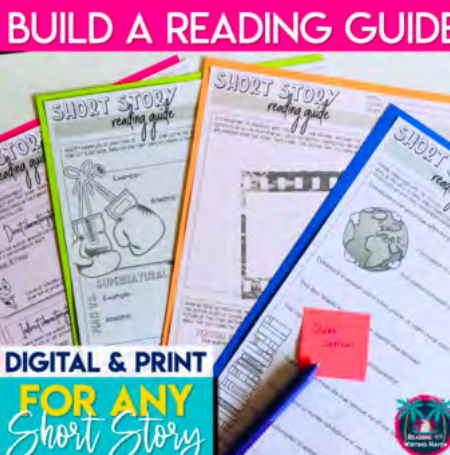


ANALYZING FILM

BUILD A READING GUIDE

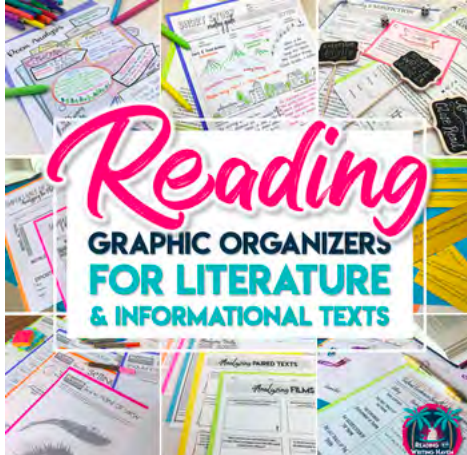
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FOR ANY Short Story



Reading

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