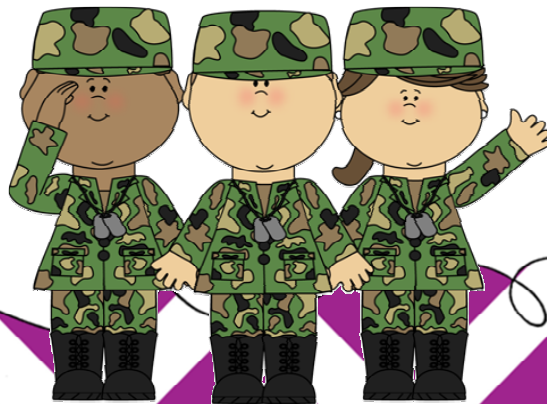


Welcome to Second Grade Curriculum Night



Breaking down... ELA



What makes up a TRC score?

The Text Reading Comprehension Score (TRC) is derived from three scores:

- Accuracy/Fluency
- Oral Comprehension
- Written Comprehension



What is Accuracy & Fluency?

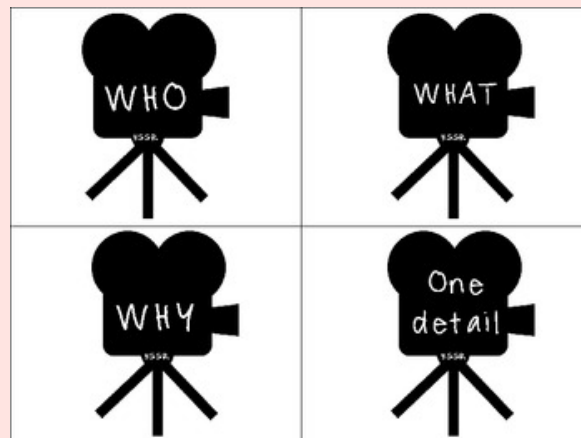
Accuracy is decoding unfamiliar words and self-correcting misread words.

Fluency is the rate at which a student reads minus their errors.

If a student scores below 90% on the accuracy portion of the reading, then the text is determined to be too difficult regardless of the oral and written comprehension responses.

What is Oral Comprehension?

The student will be asked to respond orally to questions about the text.



What is Written Comprehension?

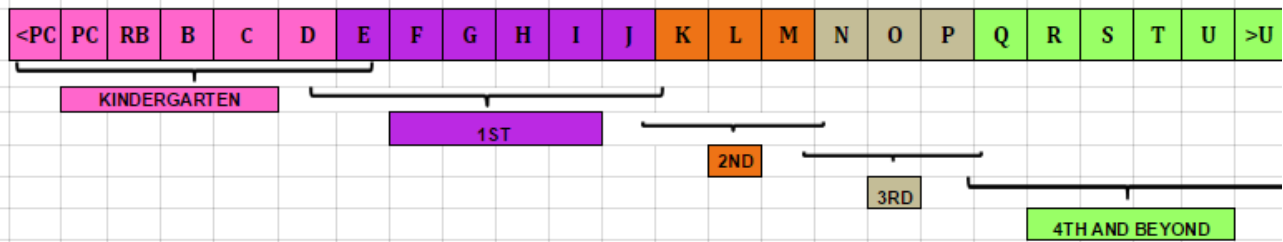
The student will be asked to respond in writing to 2 questions about the text beginning at level F. They will be scored 0-3.

Score Points	Scoring Guidelines
3 Complete Understanding	The response demonstrates a complete understanding of the text: -Addresses the demands of the question -Effectively uses detailed information to clarify or extend understanding.
2 General Understanding	The response demonstrates a general understanding of the text: -Partially addresses the demands of the question. -Uses general information to show understanding of the text in relation to the question.
1 Minimal Understanding	The response demonstrates a minimal understanding of the text: -Minimally addresses the demands of the question. -Uses minimal information to show understanding of the text in relation to the question.
0 No Understanding	The response demonstrates no understanding of the text: -The response is completely incorrect; irrelevant to the question, or missing.

What level should my student be on?

Grade Level	Beginning of the Year (Fiction)	Middle of the Year (Non-fiction)	End of the Year (Fiction)
Kindergarten	RB	C	D
First	D	G	J or K
Second	J	L	M or N
Third	M	O	P

mClass Reading Level Cut Points by Grade Level



- <PC** Below Print Concepts- A student who scores <PC does not recognize print concepts.
- PC** Print Concepts- A student who scores PC understands concepts of print.
- RB** A student who scores RB has demonstrated understanding of reading behaviors.

Levels B - U Levels B-U represent reading levels students must obtain throughout their elementary school experience. As the student is promoted from one grade to the next, reading level difficulty increases, better preparing the student for the expectations of the next grade.

	BOY* <i>Goal Level</i>	MOY** <i>Goal Level</i>	EOY*** <i>Goal Level</i>
K	RB to B	C	D
1st	D	G to H	J to K
2nd	J to K	L	M to N
3rd	M to N	O	P to Q

- * BOY: Beginning of Year
- ** MOY: Middle of Year
- *** EOY: End of Year

What is a mClass Literacy Progress Report?

This is a break down of your student's reading assessment that has been done so far.

It shows if the student is meeting grade level standards in reading as well as things to work on at home in order to strengthen their reading skills.

Let's look at an example together...

Pitt County Schools | Wintergreen Primary

mCLASS® Literacy Progress Report



Last Assessment: August 30, 2012
Next Assessment: January 28, 2013

██████████ 2nd Grade, Beginning-of-Year Assessment



Has Met Goal

What does this mean?

██████████ has met or surpassed grade level expectations.

Why is ██████████ being tested?

The teachers and administrators at our school want ██████████ to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for *Dynamic Indicators of Basic Early Literacy Skills* to examine how many important reading skills ██████████ has earned.

What can I do?



To reinforce what ██████████ is learning in school, you can read together every day at home.

What are the skills ██████████ should learn to become a good reader?



Phonemic Awareness

Learning and using sounds in spoken words

We use a larger measure of phonemic awareness because students should have this skill by the middle of first grade.



Phonics

Knowing sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF)

- Can your child...
- ...sound out simple words like van? (see...ah...mm)
 - ...easily read a list of two- and three-letter words?



Accurate and Fluent Reading

Reading words in stories easily, quickly, and accurately, measured by DIBELS Oral Reading Fluency (DORF)

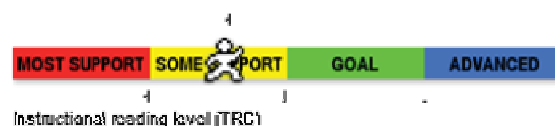
- Can your child...
- ...read all the words in a very short story?
 - ...recognize familiar words without sounding them out?
 - ...blend letter-sounds to read unfamiliar words?
 - ...read words by themselves and in very short stories easily?



Reading Comprehension

Reading for comprehension, the ultimate goal of reading, is measured by the Retell portion of DIBELS Oral Reading Fluency (DORF) and Test Reading and Comprehension (TRC).

- Can your child...
- ...tell you about the story she or he just read?
 - ...fill in the blank in this sentence: "Before you eat, be sure to _____ your hands!"
- Does your child...
- ...read often and in many subjects?
 - ...show a passion for reading?



██████████ 2nd Grade, Beginning-of-Year Assessment

Activities for ██████████

Even if you have just a few minutes each day, you may be surprised by how much you can help ██████████ learn to read. Here are some activities we recommend based on ██████████ most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match ██████████ interests or to fit your schedule.



Where ██████████ needs support



Phonics

Knowing sounds of letters and sounding out written words

Beginning Sounds

Say, "Let's think of some words that start with the same sound. I'll say the first ones and we'll see if you can think of a color word that starts with the same sound." Say, "Pig, penguin, parcup me..." Ask your child to repeat your words before supplying another one. Then ask, "What sound do these words start with?" (Your child should say the sound g.) You may have to exaggerate the beginning sounds until your child gets the idea. Then ask, "What is a color word that begins with the same sound?" (pink, purple) Repeat with other beginning sounds.



Reading Comprehension

Understanding the text, the ultimate goal of reading

Critic's Picks

After reading a book together, ask if your child would recommend this book to a friend, and give reasons why or why not.

Draw and Tell

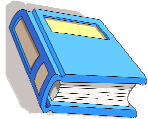
After reading together, choose a favorite character from the book and ask your child to draw it. Ask your child to make up a new story about this character and to share this story with you.

We are working hard to ensure that ██████████ development is on target for success, and we thank you for your efforts at home. Together, we will help ██████████ become a successful reader.

What are some helpful things to do at home?

- **Read with your student every day**
- **Ask questions!**
 - predictions - characters
 - main idea - problem
 - solution - retell the story
- **For struggling readers, encourage them to**
 - sound out the word
 - break the word into parts
 - use illustrations for clues
 - skip the word and go back to decide what would make sense
- **For advanced readers, encourage them to**
 - learn new vocabulary
 - read with expression
 - explore non-fiction books (and notice text features)
 - discuss connections (text-to-text, text-to-self, text-to-world)





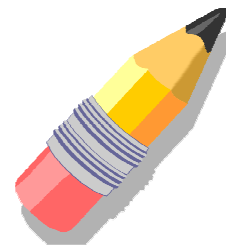
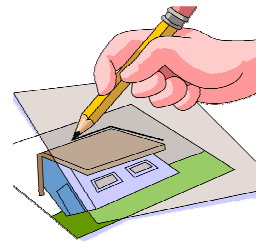
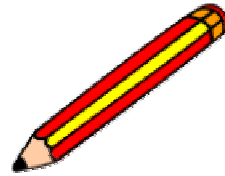
STAR and Accelerated Reader

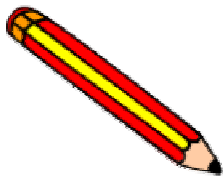


- All students will take the STAR Reading Test at the beginning of the year, the middle of the year, and the end of the year.
- Teachers will use the STAR Reading Test to determine AR reading levels and ranges for each nine weeks. Teachers will also use anecdotal records and teacher judgement to adjust levels as needed to differentiate instruction and meet the individual needs of all students.
- An AR goal setting sheet will be sent home each nine weeks to be signed by parents.
- A student record report will be sent home in the middle of each nine weeks so parents can track student progress. This will include a percentage of the goal that has been met so far. You may also monitor your child's AR at home using the sheet that was sent home last week.
- Parent volunteers to assist with helping students meet their AR goals are always needed and appreciated. Please let teachers know if you would be able to assist with checking out books, reading with students, and monitoring AR testing.
- Teachers will reward all students who meet their AR goals at the end of the nine weeks with an AR Party. Please let your child's teacher know if you would be willing to help with your child's AR Party.

Writing Portfolio Required Products

- **Narratives:**
 - Personal
 - Imaginative
 - (Beginning, Middle, End)
- **Informative / Explanatory**
- **Argument (Opinion)**
- **Response to Text (Reading Response)**
- **Quick Writes Across the Curriculum**
 - ELA
 - Math
 - Science
 - Social Studies
- **READ 3D TRC Written Response**

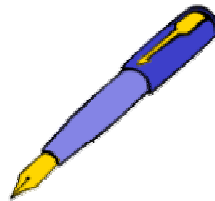




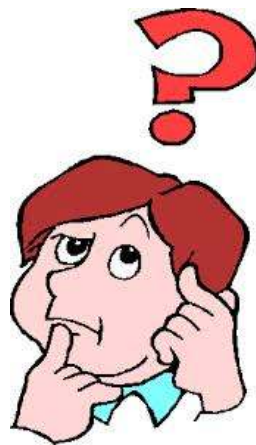
Writing Baseline Prompts



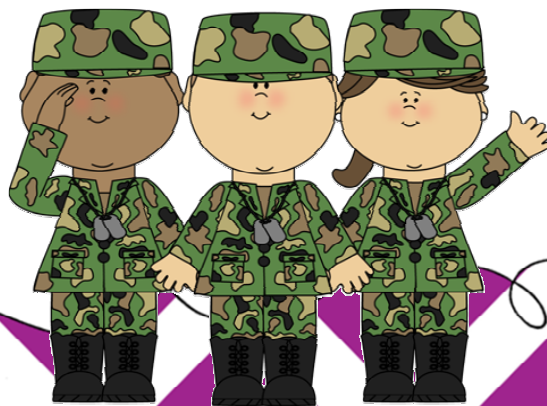
All students will complete baseline writing portfolio products during the month of September. Baselines will be scored using the rubrics that have been approved by the county. Baselines will be placed in the writing portfolio to show growth and development in writing during second grade.



Questions?



Breaking down... Math



What your child will be learning in 2nd grade Math

Based on the Common Core Standards



BASIC OPERATIONS (ADD, SUBTRACT, MULTIPLY) = + -

- Addition and subtraction word problems with one or two steps
- Add and subtract numbers up to 99 quickly and accurately
- Be able to add with multiple strategies (number line, place value blocks, fact family)
- Add and subtract three-digit numbers
- Add 10 or 100 to a number or subtract 10 or 100 from a number
- Relate addition to multiplication (3 rows of 3 is $3+3+3$ or 3×3)
- Write a correct number sentence



PLACE VALUE AND NUMBER SENSE

- Understand what the digits mean in three digit numbers (Ex: 643 = 6 hundreds, 4 tens, 3 ones)
- Count to 1,000 & skip count by 5s, 10s and 100s.
- Determine if a number is even or odd
- Be able to read and write numbers to 1,000 using words (two hundred ninety-seven) and expanded form ($200+90+7$)
- Compare three digit numbers using $>$, $<$, and $=$.
- Use a number line from 1-100



MEASUREMENT AND DATA

- Measure using rulers, yardsticks, meter sticks, and measuring tapes
- Compare the measurements of 1 object using 2 units (Ex: The pencil is 7 inches OR 18 centimeters)
- Estimate length using inches, feet, centimeters, and meters
- Solve addition and subtraction problems using length (Ex: The pen is 2cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?)
- Tell time to the nearest 5 minutes, with AM and PM
- Solve word problems using dollar bills, quarters, dimes, nickels, and pennies.
- Make picture graphs and bar graphs with at least four different categories, then be able to answer questions about the chart

GEOMETRY



- Recognize and draw shapes as having a given number of angles or faces
- Identify triangles, quadrilaterals, pentagons, hexagons and cubes
- Divide a rectangle into rows and columns, then find the total number
- Fractions: halves, thirds, fourths

012 Math Standards 345

The state of NC follows Common Core standards. Common Core differs tremendously from the way we learned math and the way we have been teaching math in the past. It is all about deepening the understanding of why numbers and equations work the way they do and not just about pencil and paper computation. Common Core requires the students to show their work in many different ways. One of the biggest expectations in second grade is that students get a true understanding of composing and decomposing. They will also use different strategies such as number lines, fact families, written explanation, place value model (concrete and being drawn on paper) and expanded form. The idea is that our students will truly understand numeration. The curriculum is also very heavy in problem solving. This is a big challenge for most students. We teach them to highlight key words to decide on the operation. There is a big and necessary push for fluency in addition and subtraction up to 20. By fluent, we expect them to just be able to know facts up to 20 automatically without counting on, drawing pictures or using manipulatives.



Susie had some stickers. Her brother gave her 23 more stickers. Now Susie has 31 stickers. How many stickers did Susie start with?

fact family	equation _____ Number line
base 10	Explain how you solved

John had some stickers. His brother took 21 of the stickers. Now John has 17 stickers. How many stickers did John have to start with?

fact family	equation _____ Number line
base 10	Explain how you solved

Jack collected 356 baseball cards. His friend gave him 287 more baseball cards. How many cards does Jack have now?

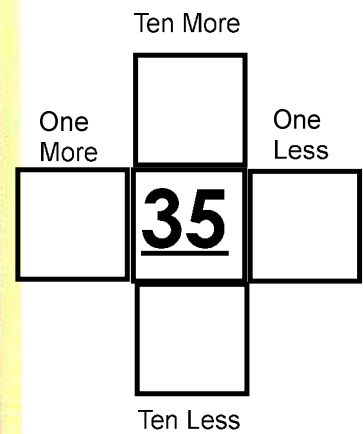
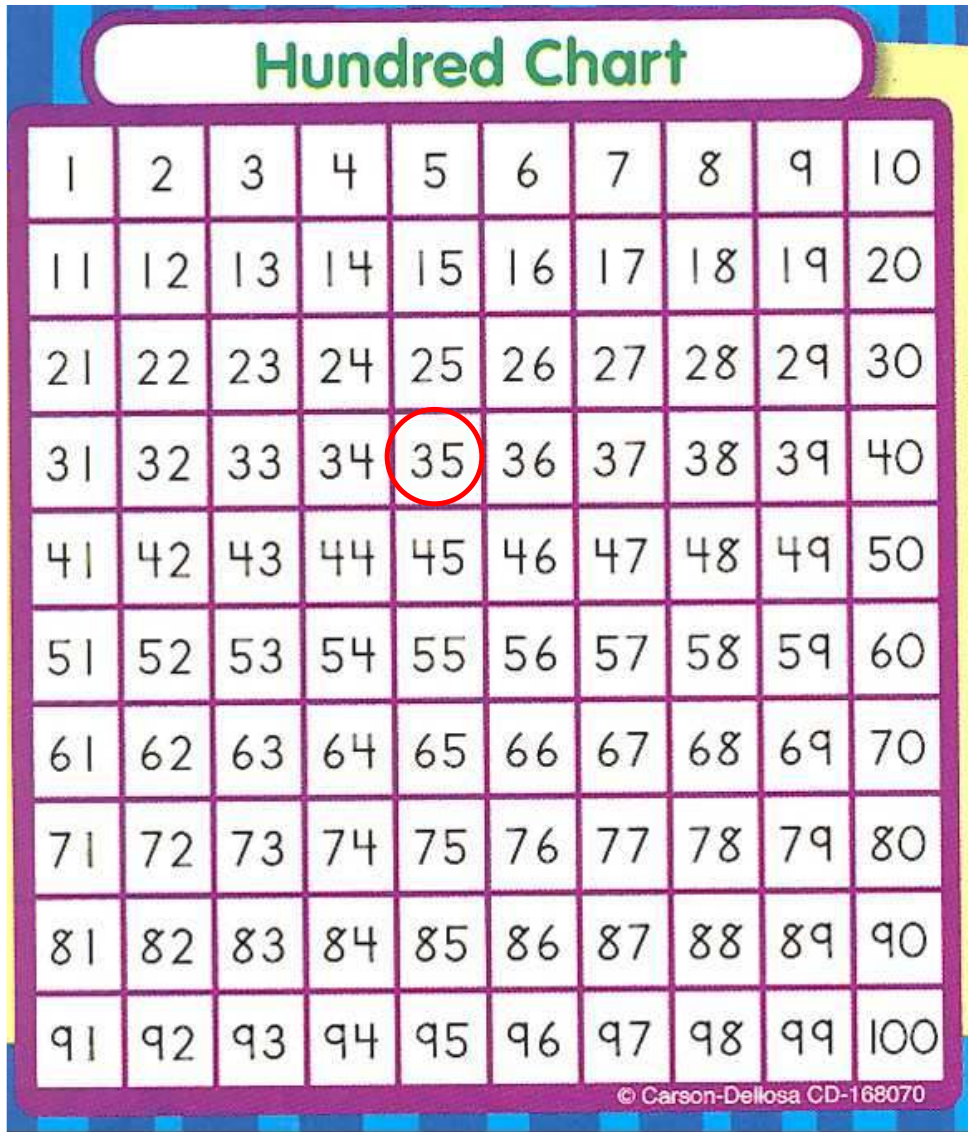


There are 234 more pieces of candy in the green bag than in the red bag. The red bag has 177 pieces of candy. How many pieces of candy are in the green bag?

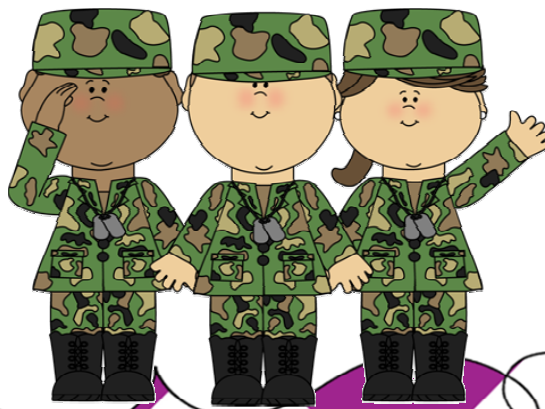


Two-Step Word Problems

A squirrel had 8 acorns. Then it found 5 more. How many acorns does the squirrel have now? The squirrel ate three of the acorns. How many acorns are left?



Breaking down... Science





-Sound

-Matter

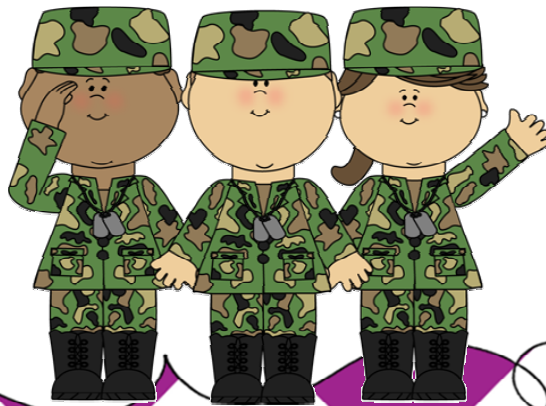


-Weather

-Animal Life Cycles



Breaking down... Social Studies



-Citizenship

-Government

-Historical Figures/Timelines

-Economics

-Maps/Globes

-Cultures

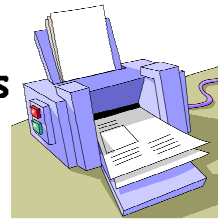


Progress Reports (P) and Report Cards (R)

First Quarter	P: Wed. Sept. 27	R: Mon. Nov. 5
Second Quarter	P: Wed. Dec. 6	R: Mon. Jan 29
Third Quarter	P: Wed. Feb. 28 * Promotion/ Retention Letters	R: Mon. Apr. 16 *Promotion/ Retention Letters
FourthQuarter	P: Wed. May 9 *Promotion/Retent ion Letters	R: Fri. Jun 8 *Early Release- Last Day



Report Cards

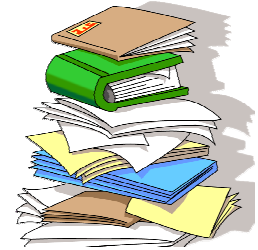


- Math % breakdowns

S=81%-100% of standard mastered

I=70%-80% of standard mastered

U=0%-69% of standard mastered

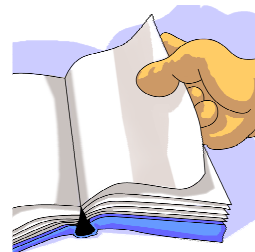


- Reading/Writing

S = green/blue in READ 3D

I = yellow in READ 3D

U = red in READ 3D



- Science/Social Studies/Health

S = participation in class lessons, assignments, and projects

I = minimal participation in lessons, assignments, and projects

U = no participation in class lessons, assignments, and projects

Identifying Students Who Are Not Meeting Grade Level Expectations

Every effort is made to ensure that all children are making good progress. All students will be receiving differentiated instruction in the regular classroom setting. If that does not provide enough support teachers will meet with the parents to discuss what other interventions may help. These are called Tier 2 interventions and include things like remediation. If adequate progress is still not being made and the student needs individualized interventions the student will move to Tier 3. Parents will be invited to come and meet with the teacher and the school problem solving team to develop an individualized intervention plan for the student. If after a period of interventions and data collection the student is still not making progress and is significantly below grade level, the team may decide to refer the student for testing.



Communication



I will communicate with you by initiating direct communication through emails, phone conferences, and face to face conferences, sending work samples home in the Wednesday communication folders, sending notes using the planners/homework folders, and sending progress reports and report cards in the communication folders. Please contact me if you have any questions or concerns.

? Questions and Concerns ?

If you ever have any questions or concerns, please contact your child's teacher **FIRST**. We will do our best to assist you in any way! Our goal is to help your child succeed. We will be a "team" this year! My phone number, with extension, and email are listed below.

Phone: 252-353-5270 Ext: 5657

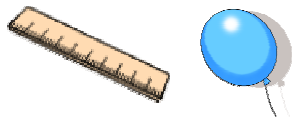
Email: gaddisa@pitt.k12.nc.us



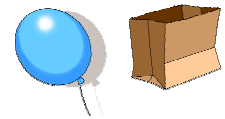
If you have tried repeatedly to address concerns with your child's teacher, your next step is administration. Please use this resort **AFTER** you have tried **EVERYTHING** possible with the teacher.

Still not getting what you need?

Your **LAST** resort is to contact Central Office if you are still concerned.



PBIS School Wide Rules



Wintergreen School Behavior Matrix
2017-2018

	Classroom	Hallways	Bathrooms	Cafeteria	Playground	Dismissal	Bus
Be Safe	<p>Keep classroom neat and clean.</p> <p>Keep hands and feet to self.</p>	<p>Walk on the right side of the hallway.</p> <p>Keep hands and feet to self.</p>	<p>Use toilet appropriately.</p>	<p>Follow traffic patterns.</p> <p>Use walking feet.</p> <p>Finish chewing before speaking.</p>	<p>Use equipment appropriately.</p> <p>Remain in designated areas.</p> <p>Come immediately when your teacher signals.</p>	<p>Walk silently to the appropriate location.</p>	<p>Keep hands and feet to self.</p> <p>Remain seated.</p> <p>Wait for bus driver directions and signals before loading and unloading the bus.</p>
Be Respectful	<p>Listen and respond to others appropriately.</p> <p>Speak at appropriate times.</p>	<p>Remain quiet.</p> <p>Wait your turn to pass at intersections.</p>	<p>Quietly open and close stall doors.</p> <p>Place trash in trashcan.</p> <p>Maintain other's privacy.</p>	<p>Quietly wait with your tray.</p> <p>Whisper at your table.</p> <p>Say please and thank you to others.</p>	<p>Play kindly with everyone.</p> <p>Take turns using equipment.</p> <p>Be a good sport.</p>	<p>Wait for the class in front of you to finish exiting their classroom.</p> <p>Walk in a single file line.</p>	<p>Use kind words.</p> <p>Remain quiet or silent.</p>
Be Responsible	<p>Bring materials to class.</p> <p>Clean up after yourself.</p>	<p>Remain aware of other classes.</p> <p>Stay with your class.</p> <p>Go only to approved destinations.</p>	<p>Wash your hands.</p> <p>Clean up after yourself.</p>	<p>Be on Time.</p> <p>Clean up after yourself.</p> <p>Get everything you need before you sit down.</p>	<p>Take care of equipment.</p> <p>Pick up after yourself.</p>	<p>Go directly to your location without stopping.</p> <p>Leave your classroom with all of your belongings.</p>	<p>Make sure you are on the right bus.</p> <p>Be prepared at your bus stop.</p> <p>Exit quickly.</p>

Rewards and Consequences

- Steps to Success
- Behavior Management Board (Model)
- Table Tallies
- Marble Drops in the Class Bucket
- Tickets
- Praise



