



Second Grade CTA

Curriculum & Assessment

READING

Instruction:

- Reading skills are primarily taught through direct-instruction using the **HMH into Reading** Basal series and other quality literature.
- Each week, we will focus on one main story and a few specific reading skills/strategies. Students will complete a variety of activities to build comprehension and master these skills and strategies.

Independent Practice:

- Students will participate in the Accelerated Reader (AR) program, designed to strengthen fluency and comprehension.
- Students will take a quarterly STAR test to determine independent reading level. This assessment information is to create the reading zones and AR point goals, designed to be challenging, yet attainable.
- Students will have 2 AR books checked out from the library. The students should read these books 3-5 times before they test. Parents should quiz them on their book before they take a quiz in class.
- Students should be testing a minimum of 1-2 times per week.
- AR will start in August; additional information, including your child's assessment scores and AR log, will be sent home then.

Assessment:

- Assessment drives instruction.
- Students take a DIBELS Oral Reading Fluency assessment three times a year. During this assessment, students read 3 passages aloud; students get 1 minute for each. The number of words read correctly is the oral reading fluency score. In addition, students are assessed on the retell of stories they have read. Therefore, the total assessed

outcome reflects both fluency and comprehension. While DIBELS is a formal assessment, students are assessed throughout the year.

- **HMH Into Reading** vocabulary and comprehension tests are administered every Friday; these tests accompany the story of the week.
- Students will take 1-2 AR tests per week.
- A variety of assessments will be administered throughout the year to determine growth and areas of need. Assessment results sent home along with detailed explanation (see grading).

SPELLING



Instruction:

- Students are explicitly taught phonemic awareness, phonics, high frequency spelling/vocabulary words, and English rules using the Spalding Method.
- Students learn phonograms, or letter sounds, each week. They practice them through visualizing them, hearing, writing, and reading them.
- Students keep spelling notebooks that serve as a reference and include English rules.
- Students are assigned 30 spelling words per week; 10 are given daily (Monday-Wednesday).

Assessment:

- Spelling and phonogram tests are administered every Thursday, while receiving a new set of words each Monday.
- The Spalding philosophy is to check for retention rather than memorization.

WRITING



Instruction:

- A whole-group lesson with a specific teaching skill that is provided daily.
- Students participate in Writer's Workshop in which they practice the specific teaching point. During Writer's Workshop, students learn how to plan, draft, edit, revise and publish pieces.
- Students are exposed to a variety of genres: letters, functional text, narratives, poetry, biographies, fiction and nonfiction.
- By the end of the year, students will have a portfolio full of published pieces from a variety of genres.

Assessment:

- Student work is assessed daily to determine student need; small groups are formed based on this work.
- Each piece is graded using the 6 Traits, Write From the Beginning, or a content-specific rubric.



My Math:

- This year CTA will use the third grade level **My Math Program by McGraw-Hill** for instruction in math. The **My Math** Learning Solution allows for a simple and flexible way to diagnose and close gaps in understanding so that every students can meet grade-level expectations – and accelerate beyond:
 - Equitable core instruction with meaningful data
 - Best-in-class materials and focused instructional strategies
 - Individualized, student-driven learning
- **Enhanced Math Practices (EMP)**- We have recently been trained to also implement the Enhanced Math Practices techniques. The EMP technique encourages students to engage in hands-on learning and exploration. It encourages student driven learning, where students can share ideas and strategies learned with other peers. That teacher

can facilitate the learning process with questions, prompts, and the opportunities to share what is learned with the class.

Assessment:

- Formal tests are administered to determine student understanding.
- Weekly timed tests determine number sense progression and basic fact foundation.



Social Sciences

(Integrated science and social studies)

Instruction:

- Students participate in inquiry-based and exploratory units of study on the following:
 - Civics & Communities (roles/jobs of a citizen, rural, suburban, urban, ect.)
 - Geography & Maps (landforms, customs in other countries, ect.)
 - One World, Many Currencies (currency, economics, consumers, producers, ect.)
 - What's the Matter? (states of matter)
 - My World
 - Extreme Earth (weather and how it affect living things, and society)

Assessment:

- Work samples and journal entries are used to determine student progress.

Differentiation

Every student learns differently and at a different pace. To accommodate and support the diverse needs, the second-grade team implemented the following:

Small-group instruction: Reading and math are taught primarily through small-group instruction. Several assessments are used to determine grouping; specific lessons are created for each group's current level and need. Each group has 5-8 students; groups are fluid and flexible. I meet with each group daily; this provides individualized attention for ALL students. Leveled readers, games and other manipulatives are used during these groups.

Leveled centers: While I am teaching small groups, the other students rotate through leveled centers that reinforce concepts introduced during small-group time.



Grading

Class Work/Tests:

Class work and tests will be sent home within a week. I analyze work to determine student understanding and completion. Class work is graded by both students and me; when students grade their own work, we go over the work as a class and students use a pen to grade.

Each Friday you will receive a stapled packet of reading work with a reading center checklist that outlines learning objectives and activities. Math work is sent home daily as part of the Saxon math program. You will also receive a stapled packet of tests every week.



Progress Reports & Report Cards:

Students receive percentage grades and can be checked online within the Infinite Campus portal. Progress reports are posted at the 5 week mark of each quarter.

Behavior and Participation:

Excellent: The student consistently demonstrates willing and active participation and consistently applies the Behaviors That Promote Learning (BTPL) in the classroom.

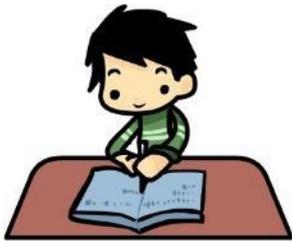
Satisfactory: The student usually demonstrates willing and active participation and is usually consistent in the application of the BTPL in the classroom.

Improving: The student is demonstrating willing and active participation on a more regular basis and is more consistent in the application of the BTPL in the classroom.

Needs Improvement: The student infrequently demonstrates willing and active participation and/or shows infrequent application of the BTPL in the classroom.

Behaviors That Promote Learning (BTPL):

- Actively listens and participates
- Works independently
- Works cooperatively
- Makes good use of time
- Practices self-discipline
- Accepts responsibility
- Completes class work as assigned
- Completes homework as assigned
- Is courteous and respects rules, rights, property and others



Homework Guidelines

Homework will be brought home each night and returned the next morning. Students will receive a homework calendar for the week that details their daily homework for each night. Each night students are required to complete:

- My Math practice page
- Write 10 spelling words using the spelling menu
- Orally practice 10 phonograms
- Fluency page and retell
- Read for 30 minutes

Miscellaneous

Book Orders: Quarterly, you will find a Scholastic book order in the STAR Binder. This is an excellent opportunity to fill your family library with inexpensive, age-appropriate literature. To order books, we encourage you to order online. Books usually arrive within three weeks.

Dress Code: Your child may wish to keep a sweatshirt or light sweater in his/her backpack because the room can get quite chilly. Tank tops should be 3 fingers wide. Plastic flip-flops are discouraged as they can break easily.

Lunch Money: Please consider putting money onto your child's lunch account online through the Chandler website. This is an easy and safe way for your child to have money

ready for the week. If you are sending lunch money to school, it must come in an envelope with your child's first and last name printed on the front.

Water Bottles: Please make sure your child has a reusable water bottle daily; the child's name and room number should be written on it. Many look alike and they also are easily lost on the playground. Juice and soda are NOT allowed in the classroom.

Messages: Please call the office, and they will forward that message to me before the children are released. I do not check voicemail messages until AFTER the children have left. If you know in the morning there is a change in transportation, you could also put a note in your child's homework folder or email me.

Recess/Snacks: Your child will have two recesses a day. If you would like to send in a HEALTHY snack for your child, please feel free. I ask that you do stick to HEALTHY snacks (crackers, fruit, pretzels, popcorn, etc.) Class snack donations are also greatly appreciated (must be store-bought without nuts). Thanks!

Birthday Treats: We love celebrating our birthdays! You are welcome to send in an individually wrapped treat to share with their classmates. District policy states that ALL treats **must be store bought;** I am not allowed to distribute any treats that have been homemade. You may also choose to bring in a tangible goodie bag instead (which we encourage). Please notify me if you plan to send in a birthday treat as I will block out 10 minutes in our daily schedule.

Parental Involvement: It is very important that you are involved in your child's education. I strongly believe in a home-school partnership. Please be sure to check and sign your child's folder daily, read all of the handouts, assist with homework, read with your child and practice basic facts.

Please let me know if you are interested in volunteering this year. I am looking for volunteers to assist both in the workroom and in the classroom. If you are interested in volunteering, please complete and return Volunteer Form in the Welcome to 2nd Grade folder.

