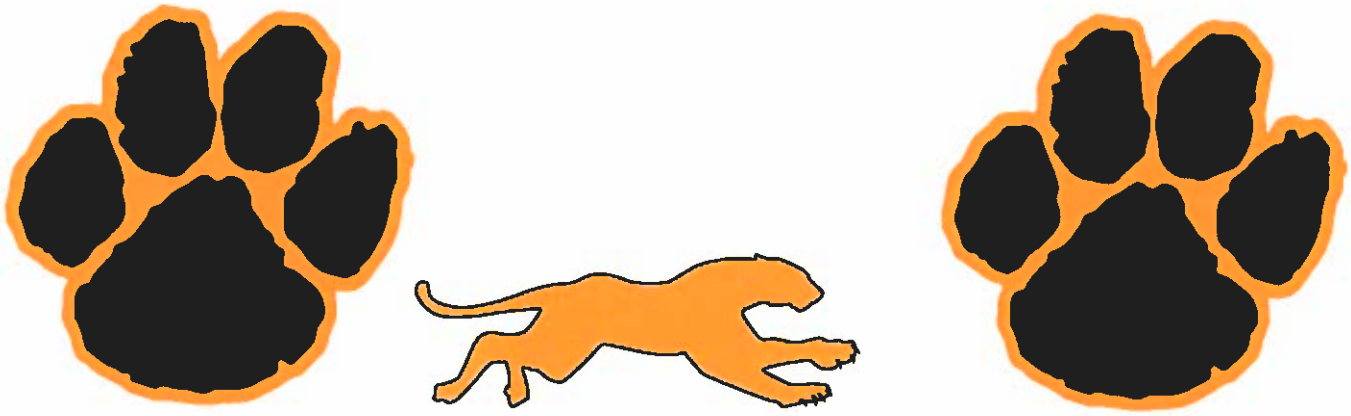
Honeoye Falls-Lima Central School District

Manor Intermediate School
Second Grade Information
Open House 2019-20



Second Grade Teachers
Gabriella Balseca, Anna Erickson, Michael Fallon, Melinda Fleming, Heather Graney, Lisa Leonard, Jessica Lynah, Andrea Schilstra

Principal – Jeanine Lupisella
Assistant Principal – Joelle (Joey) Weaver

Honeoye Falls - Lima
Central School District

Strategic Plan

Our Mission

The mission of Honeoye Falls-Lima School District is to ensure students display the knowledge, skills, and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

Our Vision

Our vision is to be the District of choice for parents, families, students, educators, administrators, staff, and the community at large who believe that education is the foundation for success.

Success will be measured by students who:

- Think critically, creatively, and independently.
- Communicate effectively.
- Solve problems efficiently.
- Lead with passion and integrity.
- Engage in relevant and rigorous curricula.
- Participate in a variety of experiential and extracurricular activities.
- Demonstrate respect and kindness for themselves and others.
- Make their own decisions, and better understand how their decisions impact others.
- Believe in themselves.
- Practice healthy living.
- Embody life-long learning.

Strategic Intents

Student Achievement-

Students of Honeoye Falls-Lima Schools will engage in rigorous and relevant application of:

- Cross-curricular learning
- Skills development in communication and the use of technology in that communication
- Collaboration
- Inquiry / problem solving
- Current technology tools
- Multi-cultural experiences with language study and cultural exploration
- STEaM

Student Engagement

Students in Honeoye Falls-Lima Schools will have experiences in and out of the classroom that are made meaningful and relevant through their connections and relationships with others in the school community. These experiences will nurture responsible and ethical decision-making, and quality character.

Cougar Pride

The School District will provide and foster an inviting school environment in which the Honeoye Falls-Lima community feels pride and ownership.

Safety

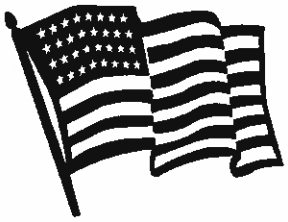
SECOND GRADE CURRICULUM

The New York State (NYS) English Language Arts (ELA) and Math Standards are listed on the following pages. The following Social Studies and Science topics will be explored this year:

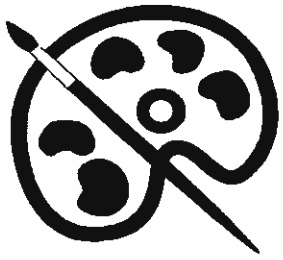
Social Studies - Units of Study (Integrated with ELA)

- Civic Ideals and Practices: Citizenship, Democracy, Rights and Responsibilities
- Urban, Suburban, and Rural Communities
- Community History
- Geography, Humans and Environment: Shaping our Environment
- Economic Interdependence

Science - Units of Study



- Engineering and Design
- Measurement Concepts
- Structures and Properties of Matter
- Earth Systems that Shape the Earth
- Ecosystems
- Health and Well Being



Weekly Special Area Classes are as follows:

- Art = 45 minutes per week
- Music= 45 minutes per week
- Physical Education= 45 minutes 3 times per week
- Technology and Library = 45 minutes per week two times per week

i-Ready Assessments for math and ELA occur at the following time of year:

- Mid -September
- Mid-January
- Mid -May

GRADE 2

Operations & Algebraic Thinking

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number & Operations in Base 10

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- ❖100 can be thought of as a bundle of ten tens — called a "hundred."
- ❖The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. Understand the following as special cases:

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement & Data

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

GRADE 2

READING: LITERATURE

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8 (RL.1.8 not applicable to literature)
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: INFORMATIONAL TEXT

Key Ideas and Details

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8 Describe how reasons support specific points the author makes in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c Decode regularly spelled two-syllable words with long vowels.
RF.2.3d Decode words with common prefixes and suffixes.
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a Read grade-level text with purpose and understanding.
RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

(W.2.4 begins in grade 3)
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
(W.2.9 begins in grade 4)

Range of Writing

(W.2.10 begins in grade 3)

SPEAKING AND LISTENING

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1a Use collective nouns (e.g., group).
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.1c Use reflexive pronouns (e.g., myself, ourselves).
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a Capitalize holidays, product names, and geographic names.
L.2.2b Use commas in greetings and closings of letters.
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

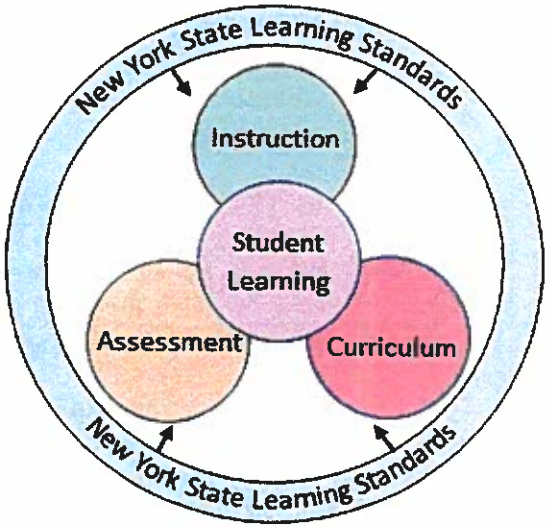
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.



Standards *"What do we need to learn?"*	Standards are: • goals for New York State students • organized by subjects and grade levels • the learning intended to be accomplished by the end of a specific school year • approved by the New York State Board of Regents *Example of a Kindergarten Math Standard: Duplicate and extend simple patterns using concrete objects. Ex: Colored blocks or tiles.*
Curriculum *"What are we learning?"*	Curriculum is: • the content, concepts, and skills students will learn to enable them to meet the standards • determined by individual school districts *Example: locally developed units of study, such as a unit on poetry or multiplication of two-digit numbers.*
Instruction *"How are we learning?"*	Instruction is: • the approaches and strategies an educator chooses to teach the curriculum • based on the needs of students • determined by classroom teachers and districts *Example: small group instruction or cooperative learning*
Assessment *"What have we learned?" "What should we do next?"*	Assessments: • are processes used to learn about student progress • guide and inform teaching • are determined by local districts and/or teachers, as well as New York State * New York State administers: ▪ ELA and Mathematics Assessments in Grades 3-8 ▪ Science Assessments in Grades 4 & 8 ▪ Regents Examinations ▪ English as a Second Language Achievement Test (NYSESLAT) ▪ Alternate Assessment (NYSAA) *Example: classroom observation of a student recognizing patterns or analyzing a student's classroom writing sample*

What are the Next Generation Learning Standards?

The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

Why were the standards revised?

The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA.

When will the Next Generation Standards be implemented?

Full implementation of the NYS Next Generation Learning Standards begins during the 2020-2021 school year for prekindergarten through grade 8. The implementation timeline can be found at http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline.

How will the standards be assessed?

While teachers assess standards daily in their classrooms, students will also be assessed on the Next Generation Learning Standards beginning in spring of 2021 on the Grades 3-8 New York State ELA and Mathematics Assessments.

How can I learn more?

You can learn more about the Next Generation ELA and Mathematics Learning Standards by talking to your child's teacher or visiting www.nysed.gov/next-generation-learning-standards.

Parent Resources

Supporting Learning at Home

Next Generation Learning Standards in English Language Arts & Mathematics
www.nysed.gov/next-generation-learning-standards

New York State Parent Teacher Association (PTA) Parent Resources
nyspta.org/home/parent-resources/

Resources for Parents of Students with Disabilities
www.p12.nysed.gov/specialed/quality/parents.htm

Multilingual Learner/English Language Learner Parent Resources
www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-parent-resources

New York State Education Department Office of Curriculum & Instruction
www.nysed.gov/curriculum-instruction
Email: EMSCURRIC@nysed.gov
Phone: (518) 474-5922

NYS Next Generation LEARNING STANDARDS

A Parent's Guide to the New York State Next Generation ELA & Math Learning Standards

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Our Students Making T.R.A.C.K.S

Character and habit development are critical components of an elementary education. At Manor Intermediate, our students are expected to: always Try, be Respectful, Act responsibly, be Creative, be Kind and be Safe. Together, these traits make our T.R.A.C.K.S. Our students are taught 16 habits that support the understanding, practicing and applying of these traits. Research* shows that when a school environment is positive and predictable, students feel safe, have better academic performance, and classroom engagement and make better behavior choices. When your son/daughter is seen exhibiting these traits in our school, they can be nominated by any of our faculty, staff, parents or students. Our students are nominated on the form below, announced on our Cougar News, and then the form is sent home for you to celebrate, as well.

Kids Catching Kids being "on TRACK"

Student being nominated: _____

Student's teacher: _____

I, _____ (your name), saw you _____

_____

_____

Which supports our TRACKS trait of:

always Try be Respectful Act responsibly

be Creative be Kind be Safe

Research from: Sugai, G., Smolkowski, K., Todd, A., Nakasato, J.,& Esperanza, J., (in press). A Randomized Control Trial of School-side Positive Behavior Support in Elementary Schools. Journal 1

HABITS OF MIND

1. Persisting

Stick to it!

Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

2. Managing Impulsivity

Take your time!

Thinking before acting; remaining calm, thoughtful and deliberative.

3. Listening with understanding and empathy

Understand others!

Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.

4. Thinking flexibly

Look at it another way!

Being able to change perspectives, generate alternatives, consider options.

5. Thinking about your thinking

(Metacognition)

Know your knowing!

Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

6. Striving for accuracy

Check it again!

Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

7. Questioning and problem posing

How do you know?

Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.

8. Applying past knowledge to new situations

Use what you learn!

Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

9. Thinking & communicating with clarity and precision

Be clear!

Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.

10. Gather data through all senses

Use your natural pathways!

Pay attention to the world around you Gather data through all the senses: taste, touch, smell, hearing and sight.

11. Creating, imagining, and innovating

Try a different way!

Generating new and novel ideas, fluency, originality

12. Responding with wonderment and awe

Have fun figuring it out!

Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

13. Taking responsible risks

Venture out!

Being adventuresome; living on the edge of one's competence. Try new things constantly.

14. Finding humor

Laugh a little!

Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.

15. Thinking interdependently

Work together!

Being able to work in and learn from others in reciprocal situations. Team work.

16. Remaining open to continuous learning

Learn from experiences!

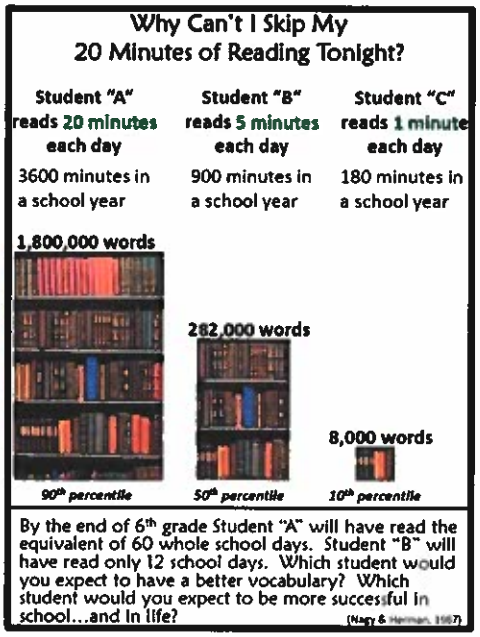
Having humility and pride when admitting we don't know; resisting complacency.

Credit: Art Costa & Bena Kallick

Manor Intermediate School Homework Policy
2019-20

The mission of Honeoye Falls-Lima School District is to ensure students display the knowledge, skills and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

To meet this goal, the Manor School Staff recognizes the need for students to develop skills and raise the standard of their work. **Fluent reading and math enhances achievement in all areas of learning**. It is important that our students begin to assume responsibility for their learning that extends beyond the classroom.



Homework

English Language Arts – Read independently and/or with a parent and complete weekly ELA/Social Studies homework. Record student reading minutes as prescribed by the teacher.

- **2nd Grade:** 75 minutes/week
- **3rd Grade:** 100 minutes/week
- **4th Grade:** 125 minutes/week
- **5th Grade:** 150 minutes/week

Math - Math fact practice and weekly review/corrections.

- **Grade 2 master addition and subtraction (up to 20)**
- **Grade 3 master multiplication and division**
- **Grade 4 and 5 should know all operations fluently**

Occasional homework may include:

- Flipped Classroom – watching a lesson from home
- Work on a project or gather materials for a school project
- Make up work missed or incomplete

Homework Time Limits

Second Grade – 20 minutes/day
Third Grade – 30 minutes/day
Fourth Grade – 40 minutes/day
Fifth Grade – 50 minutes/day

Expectations – It takes a team!

Students are expected to make an effort to complete assignments neatly, carefully and to the best of their ability.

Parents are expected to:

- Establish a schedule and place for their child to complete homework.
- Encourage their child to do homework, but not complete the homework for him/her. Discuss reading and turn math fact practice into games.
- Contact the teacher if their child is consistently unable to complete the homework independently in the recommended time.

Teachers are expected to:

- Communicate homework expectations with students and parents.
- Provide relevant homework assignments that students should be able to complete with limited assistance.
- Give students feedback on homework.

How do we learn about your child?

Students all take a unique learning path as they work toward or beyond the standards we set at Manor Intermediate School. It is critical for our teachers to know each student well. There are multiple ways to assess a child's learning progress. Within the classroom, observation, classwork, homework, projects, teacher/student conferences, quizzes, rubrics, and student self-reflection or evaluation are examples of how teachers learn about your child. We also monitor student progress over time. Therefore, as a grades 2-5 building, we have selected assessments that are administered to every student a few times a year, every year. Data provides meaningful information used for instructional decision making as well as monitoring student growth. Our school wide assessments are as follows:

i-Ready

i-Ready is a digital assessment used for measuring progress on both NYS reading and mathematics standards. When students log into the assessment, they begin with grade level questions. The assessment automatically adjusts the level of difficulty based on student response, challenging students to stretch as far as they can. Some questions can be difficult when students are responding to those well above grade level. Students take the assessment three times a year, yielding timely results. While measuring instructional levels for learning, the assessments also allow us to monitor growth over time, plan for instruction, and determine individualized learning plans for students to pursue through weekly i-Ready assignments. Each time the assessment is administered, reports are mailed home to parents. Both teachers and parents are encouraged to review the outcomes with our students, encouraging them to take pride in their accomplishments (respond with wonderment and awe) and to set goals for continuous growth.

Writing (Lucy Calkins Units of Study) – All students will participate in writing two narrative, informational, and opinion pieces every year. Teachers spend time analyzing the first writing piece of each, based on a four-level rubric, to direct their teaching. They guide students to take ownership for their writing, setting goals for continuous improvement. The second assessments are used to monitor progress over time.

Common Assessments

Teachers have worked hard to create common assessments for each unit of instruction. These make take the form of a written test, a performance task, or a project. Typically, they help us assess how much students learned at the end of a unit. Occasionally, preassessments will also be administered to determine where students are at the beginning of a unit, enabling teachers to adjust their instruction accordingly.

NYS Assessments for ELA/Math and Science

New York State assessments are administered to students in grades 3-8, annually, in the spring for both ELA and math. The science assessment is given in grades 4 and 8. Students are required to take these assessments.

What do we do when students need help or enrichment?

Based on combined student assessment results and teacher input, we determine which students are eligible for intervention and enrichment. Students engage in learning opportunities to address targeted goals during our Enrichment/Intervention blocks or "power hour" four times a week for 30 minutes. Our reading and math specialists provide supports to grade levels at this time. Their groups remain fluid throughout the year through regular progress monitoring. If students do not make progress, a Response to Intervention system is implemented. We are able to provide these services, partially because we qualify to be a Title 1 school.

What is Title I?

- K-12 program that provides additional academic support for students
- It is intended to help ensure that all students meet State academic standards
- We receive a small amount of grant money that helps pay the salaries of reading teachers and the Manor School math specialists.
- School analyzes assessment results (described on previous page) and uses this for decision-making

Goals of Title I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development for teachers
- Promote parent involvement

Parents' Rights

- Review school's achievement data
- Ask for meetings and trainings to assist you in supporting your student
- Parent Involvement Policy is available on the District's website #3250

If you are concerned about your child's learning, please ask for a meeting with the teacher and their support team to problem solve together.

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PARENTS' GUIDE TO Student Success

2ND GRADE

This guide provides an overview of what your child will learn by the end of 2nd grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K–12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 3rd grade.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing — beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

THIS GUIDE INCLUDES

- An overview of some of the key things your child will learn in English/literacy and math in 2nd grade
- Ideas for activities to help your child learn at home
- Topics of discussion for talking to your child's teacher about his or her academic progress

English Language Arts & Literacy

Students in 2nd grade will gain more skills in reading, writing, speaking, and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts — such as words that share the same root (e.g., *add* and *additional*) — that help them figure out the meanings of new words. Writing will become an exciting way for your child to use newly learned words and phrases to express ideas. As they write and speak, 2nd graders will be more attentive to the formal and informal uses of English and will spell most words correctly in their writing.

A Sample of What Your Child Will Be Working on in 2nd Grade

- Paying close attention to details, including illustrations and graphics, in stories and books to answer *who, what, where, when, why,* and *how* questions
- Determining the lesson or moral of stories, fables, and folktales
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end
- Participating in shared research projects (e.g., read books on a single topic to produce a report)
- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud
- Producing, expanding, and rearranging sentences (e.g., "The boy watched the movie"; "The little boy watched the movie"; "The action movie was watched by the little boy")
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/*un*happy; pain/pain*ful*/pain*less*)

Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Reading grade-level books and stories with understanding and fluency
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Mathematics

In 2nd grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to add and subtract two-digit numbers quickly and accurately (e.g., 77 – 28). Another important goal in 2nd grade is to understand what the digits mean in a three-digit number such as 463 (namely, 463 is four hundreds, six tens, and three ones). Your child also will build expertise with solving addition and subtraction word problems. Mastering addition and subtraction at the 2nd grade level is important so that your child will not have to review and repeat this material in 3rd grade, when the study of multiplication, division, and fractions will start.

A Sample of What Your Child Will Be Working on in 2nd Grade

- Solving challenging addition and subtraction word problems with one or two steps (e.g., a "one-step" problem would be: "Lucy has 23 fewer apples than Julie. Julie has 47 apples. How many apples does Lucy have?")
- Quickly and accurately adding with a sum of 20 or less (e.g., 11 + 8); quickly and accurately subtracting from a number 20 or less (e.g., 16 – 9); and knowing all sums of one-digit numbers from memory by the end of the year
- Understanding what the digits mean in three-digit numbers (*place value*)
- Using understanding of place value to add and subtract three-digit numbers (e.g., 811 – 367); adding and subtracting two-digit numbers quickly and accurately (e.g., 77 – 28)
- Measuring and estimating length in standard units
- Solving addition and subtraction word problems involving length (e.g., "The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?")
- Building, drawing, and analyzing 2-D and 3-D shapes to develop foundations for area, volume, and geometry in later grades

Talking to Your Child's Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Using understanding of place value to add and subtract
- Solving more challenging addition and subtraction word problems
- Measuring lengths, and solving word problems involving addition and subtraction of lengths

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read at home every day and assist your child by reading every other paragraph. Encourage your child to read to younger siblings, cousins, or other children you know. To find recommendations of books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Have your child write a thank you note or letter to family members or friends.
- Ask your librarian to suggest books about people or places that are important to your child or family that you can read together. Encourage your child to explain what he or she has just read.

Mathematics

Look for "word problems" in real life. Some 2nd grade examples might include:

- When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item.
- When measuring your child's height, ask how many inches he or she has grown since the very first measurement.
- Play "draw the shape." For example, ask your child to draw a hexagon with one side longer than the others, or ask him or her to shade in a quarter of a rectangle.

For more information, the full standards are available at www.corestandards.org.

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