Teacher Talk Terms

- Fluency – Reading that sounds like natural Speech. Timely. Smooth. It allows the reader to focus on the meaning of the text.
- Tracking – Placing finger under words and moving as you read to allow eyes to focus. Finger should be moved smoothly, not jumping up and down to each word. (Arrow and pointer)
- Phonemic Awareness – Sounds / blends heard.
- Phonics – Sounds / blends written or read.
- Strategies – Ways to think about and understand information, as well as how to solve problems and answer questions.
- Results – The name of a specific test that assesses a student’s reading skills and fluency level.
- Benchmark – A test assessing specific standards. Can include one standard or several.
- Proficient – The expected level or score a student should reach in order to be considered at grade level for mastery of specific standards.
Common Core Overview

- Our district has been working toward the change from California State Standards to Common Core Standards for several years.
- Most of the content in Second Grade is similar, the main difference is the strategies we use.
- Reading – More non-fiction texts have been added. Students are expected to work toward a deeper understanding and back up their knowledge with evidence from the texts.
- Writing – Emphasis on more informative and persuasive paragraphs. Students are expected to include details, reasons, and state examples in their writing.
- Math – Students are expected to use multiple strategies to solve problems as well as explain how and why they formed that answer. The Base-10 system is emphasized. Real world math is still included (time, money, measurement).
Math Strategies

- Read and recognize math vocabulary
- Draw a picture representation
- Mental math
- Use math rules (+0, +1, +10, doubles, doubles +1)
- Counting on
- Base 10 Blocks
- Number line
- Expanded form
Regrouping

- Adding and subtracting with borrowing and carrying.
- Based on place value with ones, tens and hundreds columns.
- Students must keep numbers written in an organized manner to be able to correctly solve the equation.
- We will start by using pennies and dimes to represent the ones and tens columns and give them a foundation for the exchanging number values.
Regrouping

• Look at equation and identify ones column or pennies. Put a star above it.
• Gather that many pennies.
• Count to see if they can be exchanged for a dime. If so, exchange.
• Add the dime to the tens column and put a one by the number.
• Gather dimes.
• Count all money.
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Writing

- District writing assessment given three times a year. Prompt is always an opinion paragraph so we can see growth in one specific area. Students’ writings are scored by another teacher to ensure objectivity using a rubric. Scores are assessed on how writing should look by the end of the year. (1=Below Grade Level, 2=Approaching Grade Level, 3=Proficient, 4=Above Grade Level.)
- Proper letter formation eases students into cursive, makes it easier for their body to produce work and is related to reading / recognizing letters –sounds.
- Graphic organizers are used to help students organize thoughts and remind them to include all parts of a complete paragraph. Topic sentence starters, transition words and conclusions are all taught.
As soon as / later / in the end
First of all / Especially Important / Finally
At first / Next / Finally
First / Then / Last

Transitions should be used in all types of writing.
Opinion / Persuasive Writing

- Topic sentences state opinions, don’t give reasons yet.
- I believe...
- In my opinion...
- I prefer...
- Everyone should...

- Conclusions need to wrap up the paragraph, not list another reason or repeat topic sentence.
- Obviously...
- Truly...
- As you can see...
- In conclusion...
- Definitely...
- To sum up...
Saxon Phonics

- Saxon Phonics is used as a supplemental program.
- It quickly points out and reminds students of individual phonics components of words and how to “code” them to remember the concept.
- Black and white readers reinforce specific concepts and should be re-read often at home.
Reading

• To become a fluent reader, a student must read from a variety of texts (easy readers, phonics readers, chapter books, poetry and non-fiction texts). This goes for all levels of readers – compare reading to a sport – nothing is singular or only practiced once.
• Re-reading improves fluency and allows the reader to understand what it feels like to be a fluent reader.
• Track.
• Students need to read a minimum of 15 minutes a day outside of school. The more they read, the better reader they will become.
• Reading practice at home should be active work, not saved for when your child is in bed or falling asleep.
• It is important to read to your student. They need to hear fluent reading and it is a special way to enjoy time together.
• If your child is behind in reading, they need to read even more than the minimum 15 minutes a day.
• Always read the title. Predict what they text will be about, think about what you already know on the topic.
• Use what they know, what they think would make sense in this story, point out words from the title as well as high frequency / vocabulary words to improve reading.
Fluency Practice

• Reading for one minute is a way for us to determine your child’s reading level and comprehension.
• Fluency practice pages will be coming home soon as an additional homework assignment.
• They will have done this numerous times in class before it comes home as homework so they will know what to do.
• Have them read the passage for one minute. Circle the last word they read. Use the numbers on the side to help determine how many words they read in one minute. Repeat this process two more times for one minute each time.
• By the end of the week, you will have seen significant growth in their ability to read the passage because they will be familiar with the words and concepts in the story.
• Building their speed will allow them to comprehend the meaning and details better.
Results Test Overview

- The Results test is administered one on one three times a year from kindergarten through second grade. Teachers use the information to determine what exactly your child needs to proceed as a fluent reader.
- Books 1-3 are simple and use CVC words.
- Book 4 contains a simple story with repeaters and words with long vowels using the “sneaky e” rule.
- Books 5 – 7 contain a more complex story line with vowel diagraphs and longer words. Your student must read at least 55 cwpm and answer 3/5 comprehension questions.
- Books 8 -10 are considered second grade levels and include complex stories, multisyllabic words and story vocabulary. Your child is expected to read 95 cwpm and answer 3/5 comprehension questions.
Tidbits

- Keyboarding skills will be necessary next year and all the following years.
- Great websites to practice keyboarding skills are: abcyacom, minimouse.us.com, fun2type.com and starfall.com
- Posture is important when doing school work.
- Quality counts!
- Remember, your child’s teacher loves them and wants them to be successful. We put our hearts and souls into helping your child grow academically and socially.
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Linking Words/Transitions

First,
Initially,
To begin,
One Example,

Second,

Another,
Next,
Then,
Also,

Third,
Another Example,

Last,
Finally,

Conclusion Words

Clearly,
As you can see,
Obviously,
To sum up,
In conclusion,
Certainly,
Definitely,

Check your Work!!!!!

Did I Indent?        Yes  No
Did I underline my capitals? Yes  No
Did I check my punctuation? Yes  No
Do I have any clinkers? Yes  No
Do I have 2 clappers? Yes  No
Opinion Starters

In my opinion, ________________

I believe ________________

I feel..... I want.....

I need..... I wish.....

I love...... I prefer.....

I like..... I enjoy.....

I adore.....

Informational Starters

There are many ways .............

I know many facts about .............

______________ is/was important for many reasons.

Story Starters

One day/afternoon/night,

Once upon a time,

Story Transitions

Later on,

Then,

Next,

The next day,

As soon as,

After that,

In the meantime,

Story Conclusions

In the end.....

Finally,
## Letter Cluster Chart A

### Consonant Digraphs

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### Vowel Digraphs

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### Ghost Letter Digraphs

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### Letter Cluster Chart B

#### Trigraphs

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#### Diphthongs

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