

Archimedean Academy

Welcome to Mrs. Dominguez's First Grade Class

**Reading &
Language Arts
Room 105**



Dear Parents,

Welcome to the 2019-2020 school year! I am looking forward to working together with you in order to make this school year a rewarding experience for your child. It is going to be a year full of fun, learning and lots of adventures!

The first few weeks of school will be mostly review, settling in, learning the routine, and getting to know one another. Please make sure your child comes on time every day with supplies and is prepared for class. Additionally, please check your child's home learning folder, as well as your email daily. Lots of essential information will be going home the first few weeks.

Throughout the year I will continue to communicate with you via email and ask that you contact me at any time should you have any questions or concerns. Open communication is key to our parent-teacher partnership. I can be reached by email or simply by sending a note to me in your child's communication folder. My email address is lauren.dominguez@archimedean.org.

I am looking forward to a wonderful and exciting year with you and your child. I can't wait to see what this year has in store for us!

Thank you in advance for your help and support,

Mrs. Dominguez



Home Learning

Home Learning is an integral factor in fostering academic achievement in all students and in extending school activities into the home. Therefore, students will be assigned home learning 4 to 5 days a week.

Students in my class will be responsible for:

1. Completing home learning assignments as directed.
2. Returning home learning assignments to the teacher when they are due. (a weekly grade is issued for home learning based on completion)
3. Submitting home learning assignments which reflect careful attention to detail and quality of work.
4. Devote a specified time to reading as a part of the daily home learning assignments.

It is essential for parents to provide interest and support about home learning assignments and assisting, if possible, when requested by a child. It is also critical for parents to stress the importance of reading regularly. Parents are required to sign agendas and check home learning folders for assignments and notices on a daily basis.

Please be sure to print your child's home learning at the beginning of each week. Homework can be downloaded via ARCHIE (sis.archimedean.org) under the homework tab.

Home Learning Rubric:

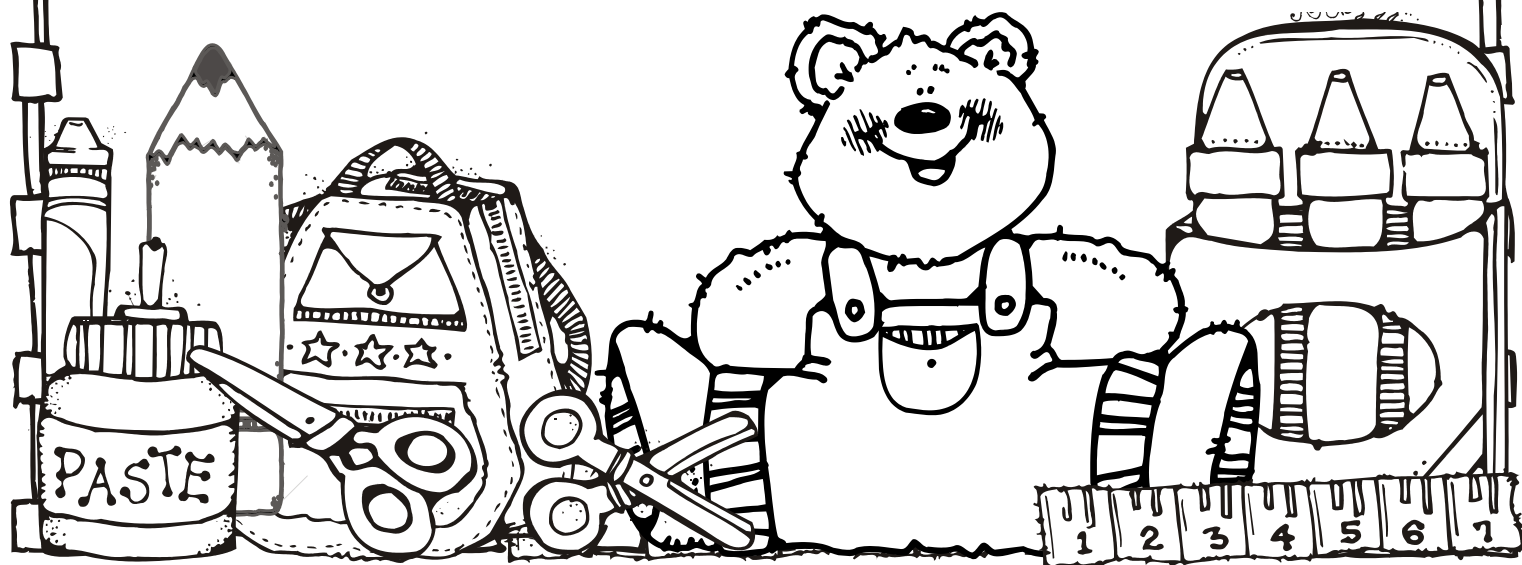
Home learning will be checked daily for completion and given a weekly grade based on the total number of daily assignments completed using the MDCPS grading scale.

Example: Each evening, your child will typically have 2-3 assignments to complete.

- 1) Reading
- 2) Language Arts
- 3) Reading Log/Online Assignment

In a five day week, if your child has 3 assignments daily, at the end of the week, I will check that all 15 assignments have been completed and then use the MDCPS grading scale to calculate the appropriate grade.

Home learning packets should be completed daily. It is not recommended to work ahead as home learning is a reflection of skills taught in class. **Home learning should be brought to class daily and the homework coversheet will be collected every Friday.** Then the remainder of the packet should be kept at home.





Class Rules

Please take time to speak with your child about his/her classroom behavior.

1. Listen to your teacher.
2. Follow directions quickly.
3. Raise your hand before you talk.
4. Raise your hand before you get out of your seat.
5. Make smart choices.

Procedures

Each day children begin their day on green on the class behavior chart. The class behavior chart is similar to a traffic light. Each time a child fails to follow a rule, he/she will change his/her clip. If your child ends the class on red, a note will be sent home and his/her conduct grade will be affected.

Rewards

Students who regularly follow class rules will receive positive recognition in the form of stickers, notes, treats, treasure box items, and participation in special class events.

Consequences

Students who fail to follow the rules will have to adhere to the following consequences:

1. First time student fails to follow a rule: verbal warning/redirection to make better choices.
2. Second time student fails to follow a rule: a note will be sent home to parent in the agenda.
3. Third time student fails to follow a rule: Parent is contacted immediately via phone call and/or a parent/teacher conference is scheduled.
4. Fourth time student fails to follow a rule or severe disruption: Student will be sent to administration.

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Grading Scale and Weights

Below is the grading scale that I will use throughout the year and what it means.

A = 3.50 and above
B = 2.50 – 3.49
C = 1.50 – 2.49
D = 1.00 – 1.49
F = 0 - .59

Outstanding Progress
Above Average Progress
Average Progress
Lowest Acceptable Progress
Failure

Grades will be based on the following:

Tests = 40%
Quizzes & Projects = 35%
Classwork = 18%
Homework = 7%



Weekly Testing Schedule & Procedures

Students will be tested weekly on skills learned in class.

Tests will be given on the following days:

Spelling Test: Friday

Grammar Test/Quiz: Friday

Reading Test: Monday

Vocabulary Text/Quiz: TBA

Spelling Tests

Spelling Tests will be given to children in first grade in a slightly different manner.

On Monday, children will be given a list of words with a particular sound to review daily. Then on Friday, during the Spelling Test, instead of dictating the exact words from the Spelling Words list, children will be given words from the same word family as the list of words given to the children to practice and review. The test will be given to the children in sentence format. We will be looking for correct spelling of basic sight words and spelling words. We will also be looking for capitalization and punctuation in each sentence.

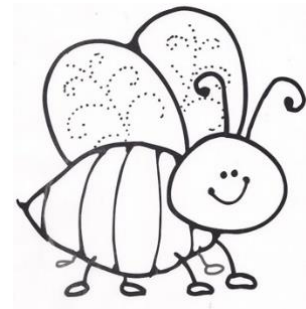
Example

Spelling Words(given Monday)

- 1.bug
- 2.rug
- 3.slug
- 4.dug
- 5.mug

Spelling Test (given Friday)

1. The big bug flew over the jug.
2. She likes to chug chocolate milk.
3. My sister sat on the rug.
4. The dog dug a giant hole in the yard.
5. I gave my mom a big hug before I left for school.



*Remember, children should not memorize the word, but rather learn the phonics skill and pattern being taught throughout the week.

Grammar Tests/Quizzes

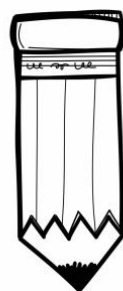
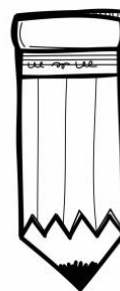
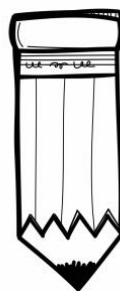
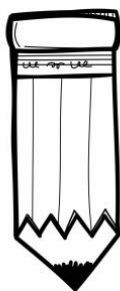
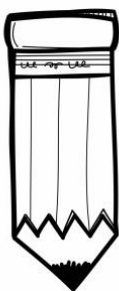
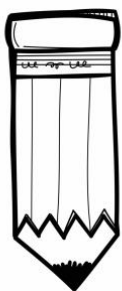
Each week students will learn a new grammar skill. Each week on Friday, students will be assessed on their mastery of the grammar skill of the week. This grammar skill test/quiz will count as a weekly Language Arts grade.

Reading Tests

Reading tests in first grade are comprised of 1 or 2 short cold read (new) passages that students read independently. Upon reading the short passages, students will be required to answer multiple choice, matching, fill in the blank, and/or long response questions. Teachers will guide students through this process until it becomes second nature. However, first grade teachers will not read the passages on the weekly reading tests to children. The reading test will revisit the reading comprehension skill of the week. For example, if the reading comprehension skill of the week is “main idea and details”, the questions following the passage read will ask about those specific topics.

Vocabulary Tests/Quizzes

Vocabulary words will be introduced weekly or bi-weekly, depending on the difficulty. The assessment date will vary, but will always be written on the homework coversheet. Students will be assessed on their mastery of the vocabulary words. This may include matching the word to its meaning, writing a sentence using the vocabulary word, fill in the blank, etc. The vocabulary test/quiz will count as a Reading grade.





Dear Parents,

This year our school will continue to implement a program called *i-Ready® Diagnostic & Instruction* that will provide our students with an innovative diagnostic assessment and engaging instruction. The focus of this online program is reading and math. *i-Ready Diagnostic & Instruction* helps teachers to effectively assess their students and then provide individualized instruction based on each student's unique needs.

i-Ready Diagnostic & Instruction assesses and teaches the following skill areas:

Reading

- Phonological Awareness
- Phonics
- High-Frequency Words
- Vocabulary
- Comprehension

Math

- Number and Operations
- Algebra and Algebraic Thinking
- Measurement and Data
- Geometry

i-Ready Diagnostic & Instruction begins by giving students an adaptive assessment in reading or math. An adaptive assessment is a test that automatically adjusts the difficulty of the questions according to each student's performance in order to determine his or her abilities in reading or math. Before your child begins the assessment, it's important to set appropriate expectations. *i-Ready* is a very different kind of test that presents students with questions that can be both too easy and too hard. It is designed to do this until the assessment finds exactly the level at which the student is performing. Therefore, your child will certainly see some items above his or her level. Encourage your child to independently complete the test to the best of his or her ability, and know that it is okay to get questions wrong.

Each time a student gets an item incorrect, he or she will be presented with a simpler question until the diagnostic finds the grade level at which the student is performing. The assessment efficiently assesses students across multiple grade levels, allowing for identification of root causes of students' struggles or for identification of areas where a student is ready for further challenge. This information will then provide the teacher with a "road map" to instructional remediation.

Once your child completes the test, he or she will be assigned online instruction to support his or her progress in mastering each skill. The online instruction is designed to be both challenging and engaging. *i-Ready* delivers instruction using engaging, contemporary animation; the lessons are also interactive. The result is an experience that attracts and holds your child's interest while also teaching important skills and concepts. These lessons are proven to help students grow academically.



In addition, *i-Ready Diagnostic & Instruction* supports the teachers and administrators at your child's school. The program provides a series of comprehensive reports designed to make classroom instruction more effective. These reports include data about student performance as well as detailed teaching suggestions. They help educators make informed decisions about the instruction that is right for your child.

Should you have further questions, please do not hesitate to contact our office or your child's teacher.



Frequently Asked Questions

Question	Answer
Why are some questions so hard?	To enable a precise assessment, i-Ready Diagnostic is designed so that students will answer about 50% of the questions incorrectly. We need to understand what's too easy, what's too hard, and what's just right.
Why isn't there an "I don't know" option?	It is critical for the test design that the student answers the question correctly or incorrectly so that the test can adapt to an easier or more difficult question. For example, when students have an "I don't know" choice and they lack confidence, they are likely to select "I don't know" even when they may know the answer. It is better if they make an educated guess, as that provides a much more accurate estimate of a student's ability than giving them the option of "I don't know."
Should I help my child during the test?	You may help your child with any technical issues, such as adjusting your computer's speakers, but it is important that your child completes the test independently to the best of his or her ability so that we can get an accurate read and deliver instruction at his or her unique level.
Is i-Ready Diagnostic a timed test?	No, encourage your child to take his or her time on the test. It may be helpful to take the test over two sessions.

For more information on *i-Ready Diagnostic & Instruction*, please visit the Curriculum Associates website at www.CurriculumAssociates.com.

Our Class L♥ves to Read

Shop Online: scholastic.com/readingclub

One-Time Class Activation Code: HL4FB

Dear Families,

Encouraging reading is one of the most important things we can do to help your child succeed. It can be tough finding the right books to keep them interested, which is why I am so excited that our class will be participating in Scholastic Reading Club this school year.

With Scholastic Reading Club:

- Every book you buy earns FREE Books for our classroom library
- You can choose from handpicked, grade- and reading-level-specific books for your child
- You'll find the best values on a variety of formats, including eBooks

Each month, your child will bring home Reading Club flyers. Together you can choose from books hand-selected by teachers and experts, and then order online or by returning your order form and payment to me.

I'd also love some help growing our classroom Reading Club. If you'd like to help out, please let me know! I'm excited to get our class reading!

Thank you for your support,

- **VISIT** scholastic.com/readingclub
- **ENTER** the one-time Class Activation Code (top of this letter)
- **SHOP** from a carefully curated selection of the best books, value packs, and Stora eBooks
- **SUBMIT** your order and earn FREE Books for our classroom
- All book orders will be shipped to our classroom so we can celebrate the joy of reading together!

Building a Reader At Home

Explore Books!

Give your child an opportunity to explore books. **Visiting a library or bookstore** gives your child a chance to find topics and books that interest them.

Read, Read, Read!

Make sure to read for at least **30 minutes per day!** Children can read independently, aloud to an adult, or back and forth with a partner.

Ask Questions!

- Predictions
- Characters
- Main Idea
- Problem
- Solution
- Retell Story
- Genre
- Moral

Make it Fun!

Reading shouldn't be a chore. Intentionally read with your child/discuss books but also research topics and do book activities together.

Be an Example!

Children learn by example, so **let your child see you read** whether it be a book, newspaper, cookbook, etc.

Pick Good Fit Books!

A book that is a good match for your child should meet the following requirements:

- Purpose for reading
 - Interest
- Can they understand what they are reading? Can they retell the story?
- Do they know most of the words?

For Beginning Readers:

- Point out and read words in natural settings – stores, streets, etc.
 - Memorize sight words
- Visualize the story in your head
- Ask questions before, during, and after
- Don't immediately tell an unknown word to your child.** Instead, ask them to:
 - Sound out the word
 - Break the word into parts
 - Try a different vowel sound (long/short)
 - Use illustrations for clues
- Skip the word, re-read sentence, and go back – what word would make sense?

For Advanced Readers:

- Notice interesting, new vocabulary words, and make it a challenge to use them in conversation
 - Read with expression
- Explore non-fiction books and their text features (diagrams, table of contents, etc.) along with other genres as well
 - Compare and contrast books
 - Discuss connections to literature
 - Think of new titles for books
 - Explore multiple books from the same author

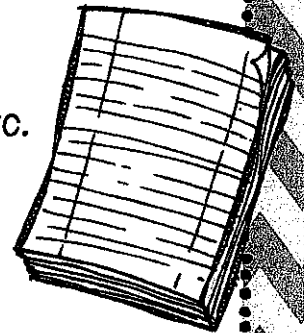
Writing At Home

- Write letters and cards to family members and friends, and encourage them to write back!
- Encourage your child to write stories about their favorite things.
- Keep a journal of Summer activities.
- Read comics in the newspaper and let your child create their own.
- Create a newspaper and write articles about weekly activities.
- Use fun writing tools such as markers, gel pens, crayons, pencils, etc.
- Let your child create a shopping list before going to the store.
- Gather kids in the neighborhood to write a play.
- Advanced readers and writers might enjoy Mad Libs, while parents could create their own version of Mad Libs for beginning readers and writers.
- Take turns writing back and forth to your child! Leave a note by their bed or in their lunchbox.
- Play word games such as Wheel of Fortune and Hangman. Hangman is an especially great way to pass time in a doctor's office or restaurant!
- Have a place in your home where you display your child's writing!
- Encourage your child to plan their writing and revise drafts before publishing!
- Publish your child's writing! Not only does it make them feel special, but it also makes a wonderful keepsake. StoryJumper.com allows you to order hardcover books of your child's writing! You could also use programs such as Microsoft Photo Story to publish a digital version of their book! Simply scan in your child's drawings and record them reading their story. Publish and you can immediately send it to family and friends or burn to a disc to watch on television!

Building Writing Skills

Beginning

- Write from left to right with letters touching writing lines
- Place spaces between words – Use a finger, popsicle stick, etc.
- Use uppercase and lowercase letters
- Use a capital letter at the beginning of a sentence
- Use punctuation at the end of a sentence
- Use drawing, guided writing, and dictating to write
- Use letter/sound knowledge, sight words, and word walls to write simple words
- Write correct beginning and ending consonant sounds
- Understand there are different types of writing (lists, letters, etc.)



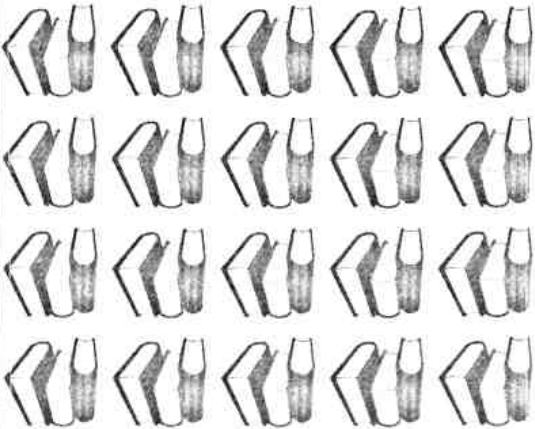


Intermediate

- Consistently use correct, basic capitalization and punctuation
- Write in complete sentences
- Write correct beginning, middle, and ending sounds
- Use and spell sight words correctly
- Be able to read own writing to share with others
- Organize sentences based upon one topic
- Plan Stories (brainstorm, list, graphic organizer)
- Create and publish a variety of writings (stories, lists, letters, etc.)
- Begin to use voice, audience, and purpose in writing

Advanced

- Continues to use sight words and additional grade level words correctly
- Consistently use correct capitalization, punctuation, sentence structure, tense, and subject/verb agreement
- Organize writing with beginning, middle, and ending
- Choose main topic to write about
- Add details to support main idea
- Use paragraphs
- Begin to use transitions (First, Second, Third, Last, Next, etc.)
- Use editing tools (dictionary, partner) to revise first draft
- Produce a variety of writings (poems, stories, letters, personal narratives)
- Follows the writing process

WHY READ 20 MINUTES A DAY AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Nagy and Bernia, 1987)

WANT TO BE A BETTER READER? SIMPLY READ.