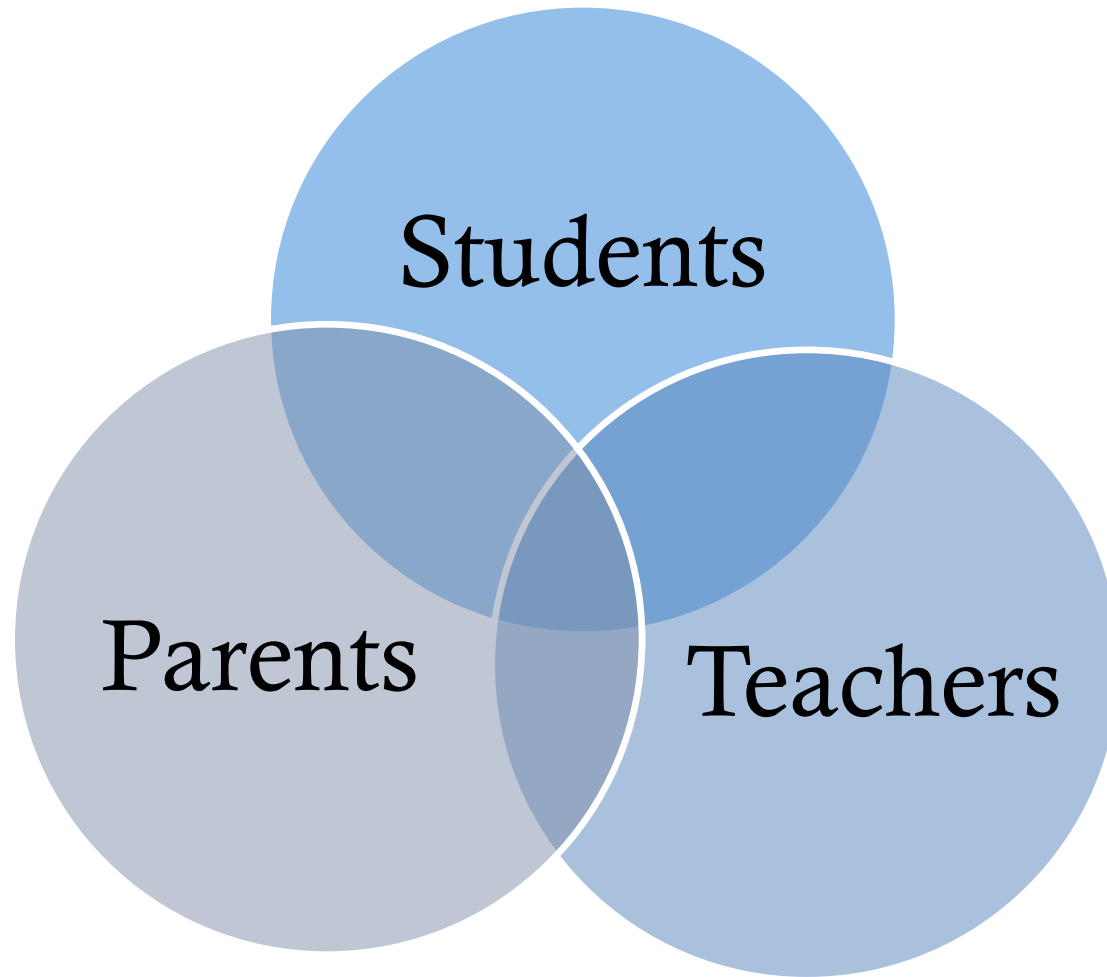


Classroom Kick Off



Agenda

- First Grade Curriculum
- School Wide Initiatives
- Academic Data
- Palm Pointe TEAM Expectations
- Expectations for an Independent First Grader
- 100 Book Challenge

First Grade Curriculum

- Florida State Standards – LAFS & MAFS
 - Learning Goals and Targets
 - Common Academic Language
 - Staircase of Increasing Complexity
 - Rising Rigor
- English Language Arts
 - Reading – Extract and Employ Evidence in Literature and Informational Text
 - Writing – Opinion, Informative/Explanatory, and Narrative Pieces
 - Foundational Skills – Print Concepts, Phonics, Word Recognition, and Fluency
 - Language – Conventions of Standard English and Vocabulary
 - Speaking and Listening – Comprehension, Collaboration, and Presentation
- Mathematics
 - Operations and Algebraic Thinking – Addition and Subtraction with 20
 - Numbers in Base 10 – Place Value, Counting to 120
 - Geometry – 2D/3D Shapes, Fractions/Equal Parts, and Defining Attributes
 - Measurement & Data – Tell Time, Interpret Data, Measure and Compare Length

First Grade Curriculum

First Grade Informative/Explanatory Writing	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	<p>Students will be able to write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.1.2</p> <hr/> <p>Performs complex skills:</p> <ul style="list-style-type: none"> ★ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 1.W.2.6 ★ With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 1.W.2.5 <p>No major errors or omissions regarding the score 3.0 content</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology: informative, explanatory, topic, facts, closure, digital, suggestion, recall, information, peers, experiences, sources, collaboration, respond, strengthen</p> <p>Performs basic skills:</p> <p>With guidance and support from adults,</p> <ul style="list-style-type: none"> • Produce and publish writing 1.W.2.6 • Use a variety of digital tools 1.W.2.6 • Add details to strengthen writing as needed 1.W.2.5 • Respond to questions and suggestions from peers 1.W.2.5 ★ Provide some sense of closure 1.W.1.2 ★ Supply some facts about the topic 1.W.1.2 ★ Name a topic 1.W.1.2 <p>No major errors or omissions regarding the score 2.0 content</p>
Score 1.0	With help, partial success at score 2.0 content and 3.0 content
Score 0.0	Even with help, no success

Kindergarten Writing

Kindergarten Informative/Explanatory Writing	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	<p>Students will be able to use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. K.W.1.2</p> <p>Performs complex skills:</p> <ul style="list-style-type: none">With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. K.W.2.6With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.2.5 <p>No major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student: Recognizes or recalls specific terminology: informative, explanatory, topic, information, suggestion, digital tool, produce, publish, collaboration, strengthen, respond, peers, topic</p> <p>Performs basic skills:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none">Produce and publish writing K.W.2.6Explore a variety of digital tools K.W.2.6Add details to strengthen writing as needed K.W.2.5Respond to questions and suggestions from peers K.W.2.5Supply some information about the topic K.W.1.2Name what they are writing about K.W.1.2 <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, partial success at score 2.0 content and 3.0 content.
Score 0.0	Even with help, no success.

School Wide Initiatives

- Kagan Cooperative Learning
 - Find Someone Who
 - Quiz, Quiz, Trade
 - All Write Round Robin
- Thinking Maps
 - Circle Map
 - Bubble Map
 - Flow Map
 - Tree Map



Kagan

Grand Ma

Grand Dad

Dad



Grandpa

Friends

Cousins

MOM

Mama

Papa



Draw Your Thinking

BUBBLE MAPS

KINDERGARTEN



name ANDREW

Flow Map

How a seed becomes a flower



Animals

Reptiles



Insects



Fish



Birds



Mammals



Report Card Data

Grades

**School Board of Saint Lucie County
REPORT CARD FOR PRIMARY GRADES**

School			RECORD OF ATTENDANCE	Present	Excused	Unexcused	Tardy	Excessive unexcused tardies may result in unexcused absence.
Classroom Teacher	Phone	Date						
Student Name			Explanation of Grade Marks					
Florida ID #	Grade	Grade Placement Next Year	4 Above Standard - Standards not directly taught during the school will be marked out 3 At Standard 2 Near Standard 1 Below Standard 0 Not Attempted					
Student is in Danger of Being Retained: Q1 Q2 Q3			Working Below Grade: Q1 Q2 Q3 Q4					
Language Arts			Reading					
Reading: Foundational Skills			Reading: Literature					
Reading: Informational Text			Speaking and Listening					
Language			Writing					
Math			Math					
Number and Operations in Base 10			Geometry					
Measurement and Data			Operations and Algebraic Thinking					
Music			Music					
Physical Education			Physical Education					
The areas of Science, Social Studies, Health and Art are part of your child's regular instruction; however, these subjects are not evaluated individually in primary grades.			Teacher requests a conference with the parent/guardian.					
Personal Development			Parent/Guardian Comments					
Follows class and school rules			Q1 Q2 Q3 Q4					
Works well with others								
Completes tasks								
Works independently								
Completes and returns homework								
			Parent/Guardian requests a conference with the teacher.					

4

Above Standard

3

At Standard

2

Approaching Standard

1

Below Standard

0

Not Attempted

Parent/Guardian Signature _____ Date _____ Phone # _____

Parent/Guardian is requested to sign this progress report and return with copy to school with the student within three(3) school days.

La direction est requise de faire signer ce rapport de progression et de retourner avec copie à l'école avec l'élève dans les trois (3) jours scolaires.

Label of a parent/guardian should go on report.

FORM XL0008 Rev 08/12

Progress Monitoring

- **I Ready Testing Reading**
- **Completed in Fall, Winter and Spring**
 - This is computer based testing.
 - Reading skills tested in phonemic awareness, phonics, vocabulary, passage reading.
 - *Testing results enable teachers to create data driven lesson plans including differentiated instruction.*

Progress Monitoring

- **I Ready Testing Math**
- **Completed in Fall, Winter and Spring**
 - This is computer based testing.
 - Math skills tested are end of year goals, include time, money, fractions, geometry, adding, subtracting, multiplying.
 - *Testing results enable teachers to create data driven lesson plans including differentiated instruction.*

Palm Pointe's **TEAM**

Expectations

Take Responsibility

- Have materials ready (morning routine)
- Use object as intended (planner/folder/binder)

Engage in Your Learning

- Complete assignments on time
- Work cooperatively with classmates

Act Respectfully

- Follow directions

Make Safe Choices

- Keep hands, feet, and objects to yourself

Expectations for an Independent First Grader

- Come prepared for learning
- Turn in notes, forms, money, and homework
- Organize supplies for a purpose
- Understand learning goals and targets
- Complete assignments in a timely manner
- Follow multiple step directions
- Communicate appropriately with adults and other children
- Memorize 562 id and lunch numbers
- Tie shoes
- Keep shirt tucked in

K-2 Reading Log

My Home/School Reading Log

Name: Theresa Davis

Enter one title for every 15 minutes of reading

#	Title	Date	Level	Parent/teacher Signature
1	Brownie	1-27	22	mal
2	Big or Small?	1-27	22	mal
3	The Bird Nest	1-28	22	mal
4	Brownie	1-28	22	mal
5	Monkey's Best Toy	1-29	22	mal
6	Dogs and	1-29	22	mal
7	Cat Smacks	1-29	22	mal
8	Yummy	1-30		
9				
10				

100 Book Challenge: Role of the Student

- Know reading level
- Know power goal
- Pick books at their level, which are books they can read fluently
- Change books daily
- Read and Reread books to increase fluency
- Practice sight words/Power Words
- Read 30 minutes at school (2 steps)
- Read 30 minutes at home (2 steps)
- Record reading on Reading Log to earn steps
- Pack books so they return safely to school.

Palm Pointe Educational Research School at Tradition

