**Subject: Grade 2 English**

**Teacher: Mrs. Kathryn**

**Support Teachers: Mrs. Peggy, Mrs. Andrea**

Welcome to Grade 2 English! I’m so privileged to be able to spend this year with your child and watch him/her grow in character and in ability to interact in English.

**Course Description:** In the English Department, we are excited to help your child develop in English listening, speaking, reading and writing. It is so important in these early years to build a strong foundation for your child to carry on through her/his education with the skills he/she needs to be successful in life. We trust that parents, family members, staff and fellow students will work together to build up your child’s English skills.The Grade 2 Curriculum includes centers, Shared reading, readalouds, leveled reading, library time, journal writing, homework, projects, field trips, and theme-related activities.

**Resources:**

We have excellent resources in the **Storytown series**, which will help us meet many of our goals. This series is familiar to you, and I will do my best to help you as a parent keep current with the stories we enjoy together in class.

Your child also has the **Phonics Practice Book** and **Storytown Practice Book**, and we will be sure to use what we need from these to support her/his learning.

Finally, we will make use of Teacher-Created Materials, including the **Spelling Book, Reading Journal,**and **Writing Journal**.

**Assessment:**

It is my job to determine the strengths in your child, and identify areas needing growth. Each child is unique, but educational research shows us some key patterns into which children develop. We will be using research-based benchmarks to make sure your child is on the right path to a successful future in English. We will use a variety of assessment tools in order to determine what skills your child needs to develop. We also need to enter grades for report cards, and below is a scheme of the percentages for each area of assessment:

1. **Reading 30%**
2. **Writing, including grammar, spelling, and content: 25%**
3. **Listening & Speaking: 15%**
4. **Workbooks in class and home: 20%**
5. **Participation, independent work, and social skills: 10%**

**Storytown Themes:** Count on Me, Doing our Best, Changing Times, Dream Big, Better Together, Blast Off!

**Major projects:**  Global Connections, Pen Pal (letter writing), Class book-writing, and Autobiography

**Storytown Stories:**

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| --- | --- |
| 1. Arthur's Reading 2. Frog and Toad All Year 3. Henry and Mudge 4. Dogs 5. Winners Never Quit 6. Gus and Grandpa and the Two Wheeled Bike 7. Great Ball Game 8. Click Clack, Moo:Cows that Type | 1. Jamaica Louise James 2. Rain Forest Babies 3. Mr. Putter and Tabby 4. Ah, Music! 5. What's My Job? 6. A Chair for My Mother 7. Serious Farm 8. The Bee |

Grading scale

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| --- | --- |
| Advanced Performance + (AP+)  96-100% | The student performance meets and exceeds the expected performance standard; the performance is exceptional. |
| Advanced Performance (AP)  90-95% | The student performance is competent and meets the standard while demonstrating and above level of competence in most skills. |
| Proficient Performance (PP)  80-89% | The student performance is competent and meets the standard; the performance should be viewed as successful achievement of the standard. |
| Basic Performance (BP)  70-79% | The student performance demonstrates emerging competence in meeting the standard. Needs further development before reaching the proficient level. |
| Novice Performance (NP)  60-69% | The student performance does not meet the standard. The performance level needs considerable development. The student struggles to grasp and apply most if not all the concepts/skills being taught at this grade level. |